

THE
DEAF
AMERICAN

THE NATIONAL MAGAZINE FOR ALL THE DEAF

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PROGRAMS

For ? The

DEAF

(See Editor's Page)

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November

1975

75c Per Copy

The Editor's Page

Programs for the Deaf in RSA?

What has happened to programs for the deaf under the Rehabilitation Services Administration? What is happening to them now? What may happen to them in the near future? What may happen to the Office of Deafness and Communicative Disorders?

What do the deaf have as compared with the blind and the deaf-blind? What can be done to remedy a fast-deteriorating situation? The Office of Deafness and Communicative Disorders has a staff of four (director, assistant director and two clerical employees) to serve a potential 400,000 clients. The Office of Blindness and Visually Impaired, serving fewer clients, has a staff of eleven (eight professionals and three clerical employees) and may get more "help." The Center for the Deaf-Blind (funded by RSA), serving approximately 15,000 clients, has a large staff for its \$2.1 million programs.

The proposed reorganization of the RSA has been kicked around for several years. In the meantime the Office of Human Development has replaced Social and Rehabilitation Service. The whole Department of Health, Education and Welfare has seen many changes, with more under consideration.

We will spare our readers any attempt to simplify the complex HEW/RSA structure and to explain how programs—research and development, training and special facilities in the areas of deafness, hearing and speech are approved.

In review:

1. The Office of Deafness and Communicative Disorders has always been understaffed; its role has been weakened in recent years; it is in danger of being phased out or merged with some other office.

2. Programs for the deaf are being curtailed or phased out. New proposals have little chance of approval. It has been denied that existing programs are having their funds cut, but that is a case of semantics, such as "basic grants" and "supplemental funds."

3. Regional programs are a sort of "no man's land"

as regards establishment and continuation. Administration and communication are far from clear.

4. Establishment of an Advisory Council on Deafness to the RSA Commissioner is a recent plus, but the hour is late. Programs for the deaf which have proven themselves have no assurance of grant renewals and, therefore, cannot plan meaningfully.

5. A concentrated effort must be forthcoming from organizations and agencies for the deaf to convince the RSA—and other offices in the Federal government—of the great need for programs and the number of potential clients to be served, directly and indirectly. The Office of Deafness and Communicative Disorders deserves continued existence and emphatically more adequate staffing.

Maybe we have all been too complacent—and trusting—all these years, not knowing where to turn. Again, the hour is late! We MUST get moving!

Change in Printers

This issue of THE DEAF AMERICAN is rolling off the press at new printers—Franklin Printing Service in Franklin, Indiana. We are using offset instead of letterpress, as has been the case for the past 11 years.

Offset should give us more flexibility in format and help speed up production. We have a choice of more type faces, too.

It has been somewhat difficult to "gear up" for this issue, which should still come out the month of publication. We have a head start on the December issue. Hopefully, by January, we will be on a firm schedule calling for a publication date—completion, that is—around the 15th of the month.

We are not sure at this stage what deadline we will have for copy. At present, we keep copy flowing to the printers and will try to use "dated" material and advertisements that come in just before time to go to press.

We welcome suggestions—both as to format and contents. One of the most frequent pleas is to use more "white space." With offset that should be increasingly possible.

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Deaf Leadership and Political Activism

By McCAY VERNON, Western Maryland College and CHARLES C. ESTES, Alabama School for the Deaf

Historically, the success or failure of any minority group has rested primarily upon whether or not successful leaders arise from among the minority itself. Outside leaders are never enough. From the crossing of the Red Sea to the crossing of the Alabama River this has been true. Granted, the Red Sea led to 40 years of aimless wanderings and Selma resulted in a blood bath. Yet, in neither case was the activism in vain. Each struggle led to a better life for the peoples involved.

Currently among deaf persons there are a number of outstanding individual leaders—who have made major contributions which have improved the lives of their fellow deaf citizens. A prime example is Boyce Williams who has probably brought about the greatest progress in educational and vocational opportunities for the deaf of any man alive today. Another remarkable leader is Fred Schreiber whose efforts, more than those of anyone else, have led to building the National Association of the Deaf (NAD) from a small \$10,000 a year operation housed in the home of its president into an organization that has done more for deaf people worldwide than the sum total of all other organizations combined. Jess Smith, current NAD President, has made major contributions in several areas including education and publications. T. J. O'Rourke's work in communications, J. B. Davis's long term grassroots development of a state organization in Illinois, Al Pimentel's efforts at development of interpreters, and Roy Holcomb's innovations in education, Frank Sullivan's leadership in business are all representative of high quality deaf leadership. Other individuals deserve mention but space forbids.

However, the issue here is not the existence of a nucleus of outstanding leadership. It is the marked overall shortage of active and effective leadership in the deaf community once we look beyond this small nucleus. The shortage that exists is one of the most serious crises facing deafness today.

Organizations

If the problem is considered in terms of some of the most significant organizations in the field, the issue becomes clearer. The National Association of the Deaf (NAD) is the world's largest, most effective organization of the deaf. As indicated earlier its contributions have been of great value. Yet it has only about 18,000 out of the 1,800,000 deaf people in the United States as members (Shein & Delk, 1975, p. 4, 16). This is only 1 of 100. When it is noted that 21.3 percent of the NAD's membership has normal hearing, it then becomes ap-

parent that only about 1 in 120 deaf persons is in the NAD. For example, the average age of members is 55 (Table). Its Executive Board until recently has been comprised mostly of older persons. Recent elections have added younger members. The NAD's philosophy, while sensitive to needs and desires of its membership, basically remains relatively conservative as would be expected in terms of the age, education and income of its members (Table).

In contrast to the outstanding record of the NAD, the Council of Organizations of the Deaf (COSD) represents a failure of deaf leadership. The failure is not that of deaf leaders only, as hearing people also played a role, the senior author of this article included. However, key offices were generally held by deaf people and they had a controlling majority in COSD. Over the last six or seven years the Federal government poured over a half million dollars into COSD. This financing made it possible for key organizations in deafness to meet regularly, to have a central office and to be in a position to advance significantly the interests of deaf people. However, this is not what happened. Despite the best of intentions and some good work, COSD failed miserably. It provided little grassroots service to deaf people. Plush offices were rented, officers traveled around the United States and foreign countries, and meetings were social successes. However, in all frankness results were meagre. For example, at its height 50 or 60 of the top leaders in the U.S. were brought together for quarterly meetings. At one of these full-day meetings about 20 percent of the time was spent trying to collect money for a track function at the California School for the Deaf in Berkeley. Such a gross abuse of valuable time, money and leadership is tragic.

The large, unwieldy group of 50 or 60 COSD representatives was not satisfactorily broken up into working-sized committees. There was an obvious lack of understanding of how to mobilize effectively the tremendous human and financial resources available to COSD. Futile endeavors such as berating board members for the lack of success of COSD was substituted for constructive alternatives to the problems faced. Intentions were good but the lack of adequate leadership was evident. This lack includes the senior author of this article.

Thus, perhaps the greatest opportunity of the last decade for deaf leaders and their organizations to advance the interests of deaf people when down the drain. The few substantial service pro-

grams which were recommended to COSD were ignored. Instead, travel around the country, meetings and expensive offices took priority over more meaningful significant work.

The intent here is not to malign the COSD or its officers, many of whom are personal friends of both authors. Several made deep commitments to COSD and were sincere in their efforts. The purpose is to face squarely the reasons COSD failed. Unless this is done, the same errors that led to its downfall will be repeated again with deaf people once again the losers. Unless we can look objectively at our errors and learn from them, we are doomed to repeat them.

Two more examples illustrate the problem in other settings. The Maryland Association of the Deaf (MAD) membership is perhaps the most sophisticated, best educated and wealthy of any state association. It contains many Gallaudet professors and high level government professionals. Yet in terms of legislation for deaf people in Maryland, a 19-year-old hearing college freshman, Geri Lane, in one month sparked more potential legislative action than the MAD has done on its own over the last six years. Ms. Lane's legislative work is intended to provide deaf people with TTYs, assuring money for court interpreters, create some TV captioning and interpreting and to bring about more deaf awareness. Ms. Lane went to the MAD for aid once she initiated action and they were extremely supportive in every way. However, the point is that a state association with the tremendous intellectual resources of the MAD has not shown the political activism which ideally might be expected. Most of its members are successful deaf people who do not have the problems of the majority of deaf people. Thus, their needs tend to be minimal and their primary concerns are not those of the larger majority they could represent with such great skill.

Another example is frequently cited by Boyce Williams. He notes the massive government services available to the blind. By contrast, there are a paucity of services for the deaf who represent a much larger group with considerably greater vocational potential. Yet the HEW head of services for the deaf is only a Division Director. The head of services for the blind is an Assistant Commissioner. Blind people get free books, talking book machines, pensions, readers, notetakers, seeing eye dogs, home teachers, extra income tax

breaks, etc. By contrast, needy deaf individuals cannot even get money for court interpreters which are an absolute necessity if they are to receive justice at trials. Nor can deaf people be certain of getting interpreters for educational purposes, medical care or job training. They pay huge prices for limited access to telephones (TTYs). In other HEW agencies, the Bureau of Education for the Handicapped for example, there are programs in deafness such as those in teacher preparation which are tax supported partly by deaf citizens, which discriminate against deaf students by not providing interpreters or else in other, more subtle ways, make sure that they have no deaf students. If deaf people were politically involved under activist leadership, these injustices would not continue.

Gallaudet College Alumni Association (GCAA)—This group contains the intelligentsia of deafness; however, like most college alumni groups its role is primarily social. It has provided political support for deaf causes in some instances and exercises occasional indirect influence on college policy which is important. However, there is little evidence that GCAA as an organization has provided major leadership in the interest of the rank and file deaf man and woman.

National Fraternal Society of the Deaf (NFSD)—The NFSD has demonstrated, better than any other institution, that deaf people can establish and operate large business organizations using deaf people in all key management positions. However, the NFSD has not played a strong political role. When certain key issues have arisen such as the right of deaf children to total communication, it becomes peripherally involved but otherwise fraternal and insurance needs are the NFSD's primary focus. The NFSD through its awards program has tried to encourage leadership in deaf youth.

State Associations of the Deaf—It is at the state level that leadership needs are the most obvious, especially in view of the present trend to return government fiscal and policy responsibility to state and local levels. Too often state organizations react instead of acting. For example, instead of proposing regular legislative programs every year, most state associations wait until some law such as one forbidding deaf drivers is proposed. Then they react by opposing it. While this sort of reaction is commendable, it would be even better to come up with positive legislative proposals on a regular basis than to react simply after the fact against that which is undesirable.

Overview

Looking at the current picture globally we see a situation wherein a huge percent of the economic resources of this country are in government. Or-

ganizations such as the American Medical Association (AMA), dairy producers cooperatives, veterans, migratory workers, large oil companies, Blacks, and International Telegraph and Telephone (IT&T) are making sure they get their share of these resources and in some cases more. Deaf people are certainly a more needy and worthy group than the AMA, yet a deaf person often cannot even get an interpreter to assure himself a fair trial, while the AMA has structured medical legislation in such a way as to guarantee doctors generous fees. Psychiatric residents have received stipends well over \$10,000 a year to be students while a deaf person needing an interpreter to learn a job skill usually gets no interpreter and certainly no \$10,000 stipend. There is evidence that IT&T has gone so far as to have the U.S. intervene in the governments of other countries, Chile for example, simply to protect IT&T business interests. Deaf people, by contrast, cannot even be assured of a DVR counselor who can communicate with them in sign language.

The point of all this is that currently deaf people are not getting their share of what their government provides. If the government can subsidize physicians and large corporations, it can invest and legislate in behalf of its deaf citizens, not in the form of handouts, but in making opportunities open equally to deaf people through activities such as more effective and relevant educational opportunities, better vocational habilitation and rehabilitation services, capable and imaginative vocational rehabilitation counselors able to communicate with deaf clients; programs in deafness from the Bureau of Education for the Handicapped that do not discriminate against deaf people and which reflect the views of the majority of deaf people, adequate TV programming, interpreting services in court equal service consideration in public transportation systems, protection of civil rights, etc.

Leadership by deaf people and current organizations of deaf people are not assuring these rights. The question is, "Why?"

Causes of Leadership Problems

In Deafness

The remarkable fact about leadership in deafness is not the lack of qualified people but that there are as many good leaders as there are. However, effective involvement in political activity is relatively non-existent. To clarify this, let's consider some of the factors that contribute to a lack of large numbers of able deaf leaders.

Family Life—Until the last few years when total communication has become widespread, the average deaf child had little communication with his parents. Thus he was not involved in family decisions. Nor did he learn how

to get things done politically in his community. Instead, decisions were made for him, family decisions were then implemented with the deaf child as the passive (or sometimes resistant) follower.

This sort of family history is devastating to the development of leadership. It causes deaf children to believe that they have no major role to play in what happens to them. It also makes them naive about how to influence their community in ways to help themselves and other deaf people.

One reason so few deaf leaders were born deaf is this very fact. Those who became deaf later in life as hearing children were involved in family decisions making. They learned the process early in life. Thus, they grew up feeling they could influence and control what happened to them in life. Most adults who were born deaf were denied this opportunity. The few congenitally deaf leaders there are generally had deaf parents. Thus, they were able to participate in their family life and in the deaf community. They learned from this what leadership requires.

School Life—The average deaf child leaves a family where he had little decision making power or leadership role and goes to a school where the situation continues. Most residential schools lack powerful student governments. The rules present in group living situations tend "to make the decisions for the children" and they have little control or autonomy. Material things are given to them and maid service is provided. The deaf youth fails to understand that later he will have to work for these same things. Such environments are rarely conducive to leadership development.

In integrated or day school programs the situation is usually worse. Few deaf youth can cope with all the educational, communication and social problems of integration as it is usually structured well enough to achieve leadership roles in schools with hearing children. Day schools usually serve such large geographic areas that it is often necessary to bus the deaf child. Therefore he misses the after school hours in which the outside activities where hearing children develop leadership skills are conducted. In isolated day classes where the deaf child is usually lumped together with children having other types of handicaps, his deprivation is even more profound. Integrated programs also have a tendency to take from the deaf youth the feeling of closeness to other deaf people that can be so valuable. Thus, when such youths leave school they often fail to become involved in organizations of deaf people.

Thus, the deaf youth generally leaves school believing that he is not in control of what happens and that many of

the material things he gets are his without working. Of equal importance he has not been given the opportunity to develop leadership skills and to learn how to influence community processes.

Consequently, when the average deaf youth leaves school, he does nothing in a social activism role. If he gets involved with a state association or the NAD, it is in a social way. Politically he is inactive. Rarely is he ready for leadership. The deaf community, recognizing this in many of its youth, gives them no role as leaders.

Organizational and Other Problems

Nature of Organizations of Deaf People—The NAD, GCAA, NFSD and other national groups are essentially middle class organizations. They are to the deaf community what the Urban League, NAACP and Negro College Fund are to ghetto Blacks, i.e., they do not directly involve the lower half of the population they represent. This is not necessarily a criticism, but it is a fact which has important implications. Middle class organizations tend to represent middle class interests. This may be why there are so many college and technical facilities for deaf youth and almost no programs for the half of deaf people who read at fourth grade level or below.

State associations are more representative of the deaf population as a whole than are those on a national level. They are also far less active and sophisticated politically. Thus, the segment of the deaf population most in need of help is least able to demand it. Middle class deaf people who in general are doing well and have few needs tend not to be concerned overly about "average" deaf people who are well below middle class levels economically and socially.

Age of Members—Young deaf people tend to gravitate toward various sport associations which focus almost entirely upon athletic competition. Most organizations of deaf people of a civic or service nature seem to involve primarily older people. This generally leads to conservative policies. The development of the Junior NAD is an effort to counteract this. It is too early to assess the effect these young people will have on other organizations of deaf people.

Communication Problems—Two of the major ways activist groups operate with legislators is through letter writing and personal contact. The language and communication problems of deafness put deaf people at a unique disadvantage in both of these areas. As a group, deaf people hate to write letters. Many have language limitations that make it difficult, embarrassing and in some cases impossible to write letters to legislators.

Personal contact with legislators is difficult but not impossible. For exam-

ple, key legislators can be invited to state association meetings, given awards (if deserved), asked to speak and consulted on how to proceed in legislative matters of importance to deaf people. Interpreters can be used in making personal visits to legislators. In almost every state legislature there is a person with either a deaf child or some deaf family member. These individuals usually want to help, but they need the guidance of deaf leaders about what to do. This comes only when the leader takes the trouble to have contact with his legislators.

Part of the communication problem is the lack of a more aggressive public information policy on the part of deaf people. The NAD's Publication Division is a significant step in the direction of better public relations. Gallaudet College's public service television spots and the recent appearance of deaf people on television as part of the **They Grow In Silence Program** are other positive steps. The National Theatre of the Deaf and New York University have contributed, but much more is needed.

No Man Is a Hero to His Valet—Perhaps the thing that bothers deaf leaders the most is the continual "backbiting" and "criticism" they face. There are many reasons for this, one of which is deaf people usually know their leaders intimately. Often they attended school together and in general have grown up aware on a first-hand basis of the private personal aspects of the lives of their leaders. Just as "No man is a hero to his valet," it is hard to convey the traits of a leader to a group who knows almost everything one ever did that was immature or wrong since childhood. Such public knowledge makes leaders vulnerable. Petty local politics dealing at this level have killed many an emerging leader. Few individuals wish to expose themselves to such attacks for rewards that often seem small for the price which must be paid. Thus many capable persons avoid leadership roles.

Minority Group Dynamics

If we compare successful minority groups such as Jews, Mormons, Black Muslims, parents of the mentally retarded and American born orientals with unsuccessful minorities—most Blacks, Mexican-Americans, Indians, Puerto Ricans, deaf people we can determine what contributes to a success and what causes failure in a minority (Vernon & Makowsky, 1969).

Usually successful minorities control many of their own institutions. For example, Jews and Mormons dominate their churches, hospitals and schools. By contrast unsuccessful minorities such as Indians have white people or "out groups" in control of their institutions. This is one reason why Indians live unemployed and defranchised in mud

hogans on arid reservations while their white administrators have nice homes and high salaries. Successful minorities are also involved in the public institutions of their communities. For example, Jews as a group are active politically either running for office or actively supporting those who do.

Pride in identity characterizes a successful minority. For years Blacks were ashamed of their physical and social traits and to some extent still have these feelings. Mormons and Jews, by contrast, have historically been proud of their ethnic and religious differences. In the areas of language this is especially true. Groups that are proud of their language be it Hebrew, sign or English are generally far better off than groups which feel shame about their "native tongue." However, along with pride in their own language successful minorities inevitably master the language of the majority culture.

Conclusion

The real issue is not just what are the problems, but what can be done. A few suggestions will be offered.

Promote and Practice Total Communication—If the deaf child is to get the early training needed for leadership it must come from his family. He must participate in family decisions, not be led around like a household pet and trained like a parrot. Total communication can make this possible. The NAD's strong support of the International Association of Parents of the Deaf (IAPD) is an example of the importance it places on the family's role. Total communication at home and at school gives deaf youth a chance to learn mature, and develop leadership on a par with others. Lip service and half-hearted attempts as total communication need to be strongly condemned.

Junior NAD—As mentioned earlier the Junior NAD is an effort by the NAD to involve younger people and to give them preparation and opportunity for leadership. It is crucial that this program be improved and expanded. At one NAD convention, there was a hue and cry the entire week for more youth involvement in the Association, but when officers were elected, there were gray heads from top to bottom.

Letter Writing—Every deaf person attending a state association meeting or a national convention of one of his organizations should bring with them local stationery. The meetings should have typists and others available to assure that while at the meeting each state association member writes a letter or letters to their local legislators supporting the major legislative programs of their state association of the deaf. In this way the very important task of letter writing will be done. The difficulty some deaf people have with the task can be to some extent overcome in a tactful constructive way.

Provide Legislators a Program—No politician is against deaf people. All of them would welcome a well-developed legislative plan for deaf people. It is something they would support or sponsor because it would help them at the same time it served deaf people. It is up to organizations of deaf people working with individual legislators to provide such programs. As part of this legislative effort deaf people (with interpreters when beneficial) should appear before legislative committees and in the offices of legislators. Also the present legislative package being developed in Maryland could be made available for use in other states.

Be Prepared at Meetings—A very high percent of persons (hearing and deaf) appearing at state and national meetings on deafness come unprepared. They are without well-developed and thought through programs and ideas. This was most clearly evident at COSD meetings. This means that the one or two individuals who do come with carefully thought out ideas and programs fill a vacuum. It is important for deaf leaders to be the ones who are prepared, who fill the vacuum and who thereby propose the plans which eventually are implemented.

Leadership Training—The Leadership Training Program of Ray Jones of California State University at Northridge has shown that given proper preparation deaf college graduates can move up to leadership roles in the fields of education and rehabilitation. Former NAD President Robert Sanderson conducted a brief leadership program for more grassroots level deaf leaders some years ago. It was highly successful. Many more such programs are needed to develop new leadership and to give existing leaders the skills needed to maximize their potential.

Summary

The ultimate hopes of deaf people rest in their developing their own leaders. Such leaders must be individuals who can relate both to their deaf constituents and to the hearing majority. They must understand group dynamics, including the political process, well enough to assure that deaf individuals are well represented by them and by organizations of deaf people.

The problems are many and difficult; however, there is no realistic choice for deaf people but to face them and solve them. Anything short of this dooms the majority of deaf individuals to second class citizenship.

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TABLE
Characteristics of NAD Members*

Sex	Male	58.4%
	Female	41.6%
Present Age	Total	50.4 yr
Race	Oriental	2.3%
	Caucasian	94.7%
	Negro	1.5%
	Other	1.5%
Hearing Impaired	Yes	78.7%
	No	21.3%
Marital Status	Single	13.9%
	Widowed	6.6%
	Separated	—
	Married	78.0%
	Divorced	1.5%
Is your spouse hearing impaired?	Yes	82.5%
	No	17.5%
	Deaf Couples	77.0%
	Hearing Couples	9.7%
	Deaf-Hearing Couples	13.3%
Level of Education	None	1.5%
	K-3	—
	4-6	—
	7-9	9.5%
	10-12	51.8%
	Entered College	9.5%
	College Graduate	16.1%
	Masters Degree	11.7%
	Doctorate Degree	—
Age when first joined the state association		30.0 yr
Average yearly income		\$11,311
Are you a registered voter?	Yes	86.7%
	No	13.3%
Are you satisfied with your state association?	Yes	52.9%
	No	40.8%

*This table was reprinted from a master's thesis "A Survey of the National Association of the Deaf and Its Membership" by Gary King, Western Maryland College, Westminster, Maryland, June 1975.

IX FORUM

(IN THE COSD SERIES)

"Organizations and Agencies Serving the Deaf"

Indianapolis, Indiana

(Hilton/Holiday Airport Inns)

March 23-26, 1976

If you are not on the mailing list, for details write to:

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1200 East 42nd Street

Indianapolis, Indiana 46205

VIIth World Congress Of The Deaf Scenes

(Washington, D.C., July 31-August 8, 1975)

Photo credits: Richard J. Schoenberg



Stanley Thomas, Assistant Secretary for Human Development, Department of Health, Education and Welfare, gives the keynote address during the opening ceremonies of the Congress. Ms. Elizabeth Carlton interprets.

NAD President Jess M. Smith greets delegates during the General Assembly meeting as WFD President Dragoljub Vukotic (seated) and Yerker Andersson look on. At the right is WFD Secretary-General Dr. Cesare Magarotto.



Willis Mann, Frederick Schreiber and L. Deno Reed explain the purpose of the Congress during a meeting with members of the press.



Dr. Andrew S. Adams, Commissioner of Rehabilitation Services Administration, stresses the importance of the Congress during the opening ceremonies as Ms. Elizabeth Carlton interprets.

Standing room only crowds typify attendance at commission sessions. In this picture participants are engrossed in a presentation before the Psychology Commission.



Mrs. Francis Mire, Austria; Georges Charbon, France and Andre' Saint-Antonin, France, are sharing a light moment during registration.

Willis Mann, Dora Lee Haines and L. Deno Reed go over last-minute details before the closing ceremonies of the Congress.



Will Madsen; Vittoria Ierella, Italy; Josif Gueljman, USSR; Dr. Cesare Magarotto, Italy, exchange greetings at the Ithaca College reception.

Dragoljub Vukotic, Cesare Magarotto, McCay Vernon, Carol Garretson partake in refreshments during the Kennedy Center Reception following the performance of the Swiss Mine group.



Leo Jacobs, president of the Gallaudet College Alumni Association, pauses to enjoy the display by deaf artists from around the world.



The Rock Gospel singing and signing a spiritual selection.

Bernard Bragg of the National Theatre of the Deaf (USA) threatens Linda Bove in "Priscilla, Princess of Power," a comic strip adaption presented during the Congress.



VIIth World Congress Of The Deaf Resolutions

The Commission on Technical Assistance to the Deaf in Developing Countries

WHEREAS all developing countries need greater understanding and support for technical assistance and professional guidance,

THEREFORE, be it resolved that all governments of representing nations be urged to intensify their efforts and support involving services and programs for deaf children and adults;

THEREFORE, be it resolved that all governments and agencies working in the field of deafness should seek to identify the contemporary needs of deaf people, and accord priorities;

THEREFORE, be it resolved that every effort be made to have full cooperation and collaboration of the Commission on Technical Assistance to the Deaf in Developing Countries with all the other Commissions within the World Federation of the Deaf;

THEREFORE, be it resolved that all world bodies give greater attention and recognition to the needs and priorities of the deaf—this should include the U.N. and its specialized agencies, i.e., WHO, ILO, UNESCO, UNICEF, as well as other world bodies including: labor, management, educational, religious, recreational and civic organizations.

The Commission on Communications

Resolution No. 1:

WHEREAS, there is a dire lack of television broadcasts in captions for the deaf, and WHEREAS, the deaf have need of access to public information;

THEREFORE, be it resolved that television systems in all countries of the world consider the needs of their deaf populations to be informed and educated equally as well as their hearing peers, especially in the area of emergency warnings of natural disasters and events of importance.

Resolution No. 2:

WHEREAS, television studios have indicated interest and thus have worked in implementing programs for the benefit of hearing impaired viewers;

THEREFORE, be it resolved that appreciation is tendered to the television studios for their efforts on behalf of the hearing impaired and that encouragement go to them for further implementation of such programs and of any new programs in the planning.

Resolution No. 3:

WHEREAS, Signore Francesco Rubino, President of the Unification of Signs Commission of the World Federation of the Deaf, performed an extraordinary service to the Federation and to the world community of the deaf in guiding the Commission in its task of putting together the revised and greatly expanded book of International Sign Language, *Gestuno*, in a short span of less than two

years, and,

WHEREAS, Mr. Allan B. Hayhurst, Secretary-Treasurer of the British Deaf Association and Vice President of the WFD Unification of Signs Commission, performed an extraordinary service to the Federation and to the world community of the deaf, undertaking the responsibilities, with the assistance of staff members of the BDA, for the final editing and publication of *Gestuno* under extremely trying circumstances, and

WHEREAS, a supply of the finished product was delivered into the hands of the National Association in time for the VIIth World Congress of the Deaf, now underway;

THEREFORE, be it resolved that the Bureau of the World Federation of the Deaf express special appreciation and gratitude for the hard work and unselfish efforts of Signore Rubino and all of the members of the Unification of Signs Commission, and,

BE IT RESOLVED that a special commendation or citation be awarded to Mr. Allan B. Hayhurst and the staff of the British Deaf Association involved in the efforts of publishing *Gestuno*, *International Sign Language of the Deaf*, in recognition of their outstanding accomplishment in completing the book in time for the VIIth World Congress of the Deaf.

Resolution No. 4:

WHEREAS, with the publication of *Gestuno*, we have an excellent vehicle for the dissemination and implementation of International Sign Language, and,

WHEREAS, this book, combined with some of the more recent advances in educational technology such as cartridge films, learning packages, et cetera, could be used to further spread the use of International Sign Language throughout member countries of the World Federation of the Deaf;

THEREFORE, be it resolved that the World Federation of the Deaf see that immediate efforts are undertaken for the development of film cartridges, TV tapes and other media for the dissemination of and the teaching/learning of International Sign Language.

Resolution No. 5:

WHEREAS, international telephone communication among deaf people has been demonstrated to be feasible with appropriate technology, and,

WHEREAS, we encourage deaf people to participate in decisions relating to their own destiny, and,

WHEREAS, deaf businessmen and vacationers will be traveling from country to country, bearing their own portable telecommunications terminals, and,

WHEREAS, such international tele-

phone communication requires equipment which is universally compatible with respect to code, to send and receive frequencies, and to speed of operation;

THEREFORE, be it resolved that an international standards commission composed of deaf and hearing people be established by the World Federation of the Deaf to promote uniform equipment standards to be followed by all nations developing telephone assistance systems and devices for the use of deaf people, and to oversee the operation of such devices and systems for the betterment of deaf people of the world.

Resolution No. 6:

WHEREAS, communications devices and aids of all types are of assistance to deaf persons worldwide, and,

WHEREAS, lack of significant standards are a severe handicap to developers of such devices as well as to users of them,

THEREFORE, be it resolved, that an International Study Committee be formed to develop a procedure, consistent with existing International bodies doing similar activities, for developing and promoting standards for all types of basic communications devices better to protect deaf users and to better enable further development of better equipment.

Resolution No. 7:

WHEREAS, there is a need for the development of International Sign Language in the areas of technical and vocational terminology;

THEREFORE, be it resolved that a Commission be formed to develop a dictionary of International signs for technical and vocational terms which could be used as a pool for countries entering the field of vocational training, who otherwise would be creating signs unknown to other facilities throughout the world and, thereby, be creating numerous systems of signs.

Resolution No. 8:

WHEREAS, there are 21 Latin American nations affiliated in international affairs of the World Federation of the Deaf;

THEREFORE, be it resolved that Spanish be considered one of the official languages at future World Congresses of the Federation.

Resolution No. 9:

WHEREAS, the lack of interpreters and persons skilled in the use of International Sign Language has been obvious at the VIIth World Congress of the Deaf; and,

WHEREAS, this has created problems of communication within some of the Commissions in session;

THEREFORE, be it resolved that classes in International Sign Language, utilizing the new publication, *Gestuno*, be set up in the United States and in other countries for the next Congress of the World Federation of the Deaf to facilitate communication and interpretation of papers presented in the various Commissions.

Commission on Pedagogy

(Resolutions suggested by The Rev. Canon T. H. Sutcliffe, representing the British Deaf Association, 10 Blenheim Drive, Oxford, England):

Inasmuch as a chief aim of educating deaf persons is to enable them to follow any profession for which they have the requisite ability, it is resolved that the World Federation of the Deaf urge the teaching profession to take a lead in opening its own ranks to deaf persons with ability to teach deaf children.

Inasmuch as many countries offer a wide range of advanced and continuing education through life to all citizens and that deaf persons should not be debarred from such provision; it is resolved that the World Federation of the Deaf urge governments to provide interpretation for deaf people wherever and whenever necessary, free of charge.

Resolution

WHEREAS, UNESCO has sponsored an International Meeting of Experts on Education of the Deaf (Paris, September 30-October 4, 1974);

WHEREAS, THE UNESCO proposed several principles and recommendations for education of the deaf and these principles and recommendations will henceforth, officially or unofficially, become guidelines for education of deaf children in various nations:

THEREFORE: be it resolved that the Commission on Pedagogy in assembly in Washington, D.C., U.S.A., on August 5, 1975, petitions the Bureau of the World Federation of the Deaf: 1) to commend UNESCO for sponsoring the Meeting of Experts which has resulted in a statement of principles and recommendations for the education of the deaf, 2) to pledge efforts of the commission to assist in the implementation of them, 3) to take absolute exception to recommendations 13 and 16 under "Training of Teachers of the Deaf" (see attachment) which will deprive deaf children of the opportunity of having a deaf teacher, 4) to request an additional recommendation requiring all teachers of deaf children to demonstrate skill in communicating with them and 5) to deplore any form of requiring integration, recommending instead options among school programs and freedom of choice among them.

UNESCO

Recommendations on Education of the Deaf

Training of Teachers of the Deaf

13. That teachers of hearing impaired children be qualified to teach normally

hearing children.

16. That this training give the student basic information about special education; and that to meet the needs of hearing handicapped children; the specialized curriculum include minimally, psychology and sociology of the hearing impaired, speech-science and audiology, language and communication, curriculum and instruction, student (practice) teaching and specialization.

Subcommittee on Parent Participation Resolutions

WHEREAS, We the deaf, parents of the deaf, professionals working with and for the deaf and advocates of the deaf converged into Washington, D.C., from all corners of the world united in a noble purpose.

"FULL CITIZENSHIP FOR ALL THE DEAF"

WHEREAS, This Congress is a significant event and its impact may be extended in space and time only with a firm resolve to actuate on the actions it caused to emanate thereby ensuring its purpose of occurrence;

WHEREAS, Our noble purpose unites us solidly and elicits in us all aspirations to prevent deafness, to alleviate its impact, to ensure the total self-development and enrichment of the lives of the world's deaf;

WHEREAS, Our thoughts and reflections and those arising from this Congress obligate us to do and act;

BE IT RESOLVED THAT:

1. We proclaim to the world that

Commission on Medicine and Audiology

We recommend that the Commission on Medicine and Audiology establish a Subcommittee on Research. The purposes of this subcommittee are to stimulate and to provide leadership in assessing the needs for research in health services for deafness; to serve as a focal point for the continuing exchange of information; and to encourage the further development of sources of funds and manpower to support the research.

Individuals who are deaf are entitled to the full range of health services available to all citizens. Because of the handicap in communication, special efforts should be made to insure that these services are available and accessible.

1. Health care practitioners and providers must become knowledgeable about deafness and its implications to the individual and his family.

2. An adequate communication system for the people who are deaf should be provided in health care facilities, for example, the availability of an interpreter or other systems.

We recommend that "health services for the deaf" refer to the services of the entire range of medical and other health specialists, including mental health hospitalization and after care

deafness is only a biophysical handicap and not a shield from equal human participation.

2. Social justice that requires the assumptions of equal responsibilities from the deaf, it must also confer parity in rights and equality in all human endeavors supplying the means suitable to the needs.

3. The development of the Rubella vaccine is hailed as the most significant contribution to prevent deafness flowing from the scientific community.

4. An appeal is made to the moral responsibility of the scientific and medical professions to restrict the usage of ototoxic antibiotics to those cases where considerations of overriding justification warrant its usage to prevent a greater affliction, if and only if, substitutes fail to achieve the desired results.

5. This VII World Congress cognizant of the beneficial potential of basic scientific research in the field of deafness proposes:

a. The establishment of an International Deafness Research Institute encompassing a comprehensive deafness research program staffed with promising scientists in relevant disciplines.

b. To establish a commission within the world body to plan the proper strategy to achieve the above objective.

Done in Washington, D.C., on the 6th day of August 1975.

Andres Menchu, President
Parent/Professional Section of
The Texas Association of the Deaf

and hearing aids. These services include preventive health services, and may be directed to individuals with a hearing impairment of any level of severity.

We recommend the promotion of a program aimed at immunization of young persons against deafness resulting from Rh. incompatibility and ototoxic febrile conditions such as CSF meningitis, mumps, typhoid, influenza, Rubella and other conditions.

We recommend that the recruitment of persons who are deaf into the medical and audiology professions be considered feasible and desirable, depending on the person's ability to communicate.

We affirm paragraph 3 and recommend that continuing education efforts take into account factors indigenous to regional areas, and further that continuing education focus not only on public health, but also on clinical medicine—for professions, for families of deaf people and for the general public as well.

We recommend that programs for the detection of hearing impairment, or conditions which may lead to a hearing impairment, be conducted early in infancy, and thereafter, periodically. These programs should include screen-

ing as a part of a total health evaluation, but should also include special efforts for screening of hearing of the target population (mass screening).

We recommend that planning for a quality health service system as related to the needs of the deaf should include persons who are sensitive to those needs.

Commission on Psychology

The psychological consequences of full citizenship for deaf people must be as follows:

I. To give the individual deaf person the best opportunity to identify him or herself, deaf professionals should be educated and used in all areas essential for services to deaf people: deaf teachers in schools for deaf children, deaf counselors in psychiatric services for deaf patients and deaf welfare officers and social workers in these areas of service to deaf people.

By doing this deaf citizens will have the best opportunity for sharing these experiences with other deaf persons. At the same time this will assure that the manual communication and other visual communication means will be considered the natural language of deaf people. Interpreters of sign language should in all ways be treated like all other interpreters, in regards of confidentiality, payment, etc.

II. All persons who are preparing to work in the area of deafness, whether it be with children or adults, should be required to attain knowledge of sign language and the deaf community by connections to clubs, churches and other associations of that community. These trainees should also be trained in such a way that the common negative attitudes toward deafness, as for example paternalism, before the trainees become responsible for educational teaching, parental health advice, rehabilitation and other services.

III. The work of the psychological commission should be continued after the Congress both by the Group for the Mental Health of the Deaf and its newsletter and by encouraging meetings and seminars in the various countries where the organizations of deaf people, the parents' association and professionals working in the area of deafness can discuss mental health problems and make programs appropriate for these countries.

IV. Strong efforts should be made to inform the general public about deafness in order to improve attitudes toward deafness and deaf people. This effort should be carried forth by the WFD during and between Congresses.

V. The WFD should strongly support the concept of deaf people controlling their own organizations and having leadership roles in programs serving deaf youth and adults, including education and rehabilitation programs.

VI. The WFD should encourage developed countries to provide educational, technical and leadership opportunities to potential deaf leaders of undeveloped countries. The WFD should set up a Peace Corps of young deaf to work in other countries.

VII. The WFD should make an active effort to communicate its philosophy and scientific data to professional people in deafness who may not share WFD views.

VIII. That time not be wasted on arguments between sign language systems. The important thing is that manual communication be used along with speech and speechreading.

IX. The WFD ask its representatives from different countries to collect folk stories in sign language and film them. The stories should be those of the deaf themselves, not those of the hearing. These should be made available on tape

Social Commission of the Scientific Section

Following the WFD constitution which defines the main goal of the Federation as "Social rehabilitation of the deaf and the struggle against deafness" the Social Commission of the Scientific Section has been carrying out its activities under the slogan of the Congress for "Full Citizenship for All Deaf People."

Our plenary and section sessions experts of countries-members of the WFD:

1. Were informed about the activities of the social commission toward implementing the resolutions of the VIth Congress of the WFD (Paris, 1971);

2. Heard numerous reports and information concerning civil rights of the deaf and special legislation;

3. Considered problems of functioning and specific character of rehabilitation systems for the deaf in different countries;

4. Discussed the preliminary program of the commissions activities for the next four-year term (1975-1979).

After having discussed the reports on jurisdictional status of the deaf and the hard of hearing in different countries, the Social Commission notes:

1. The declaration of rights for people with hearing handicaps adopted by the VIth World Congress has influenced positively the solving of social problems of the deaf; during the period under review a trend has been outlined to greater consideration for the problems of social rehabilitation of the deaf and hard of hearing;

2. Active work of the WFD officers: President, General Secretary and members of the Bureau, as well as the activities of the national member-associations, have promoted adoption by the UN agencies a certain number of resolutions concerning establishment of rehabilitation services for the deaf;

3. National associations of some coun-

and film. Let each country bring one such story to the next WFD for screening and presentation.

X. That there be added to the Department of Sign Language at Gallaudet College two chairs for the development of Sign Language as an artistic medium; that these chairs go to qualified deaf people regardless of their academic qualifications; and that one chair would be rotating, with a different artist from a different country invited each year for a one-year period. In line with its policy to promote the development both of the culture of the deaf and International Sign Language, we propose that the WFD fully support the above proposal.

XI. The Psychological Commission recommends that the World Federation of the Deaf at the Congress in 1979 have a special committee for the deaf-blind and their problems.

tries (such as Bulgaria, Italy, Poland, the USSR, the USA, Czechoslovakia, Yugoslavia and other countries) supported by their governments are solving successfully the problem of all-round intergration of the deaf into the society and their full citizenship.

In accordance with the above, the Social Commission's experts state the following:

1. The declaration of rights for people with hearing handicaps has not been recognized and implemented in certain countries especially in Asia, Africa and South America;

2. The present status of the deaf in many developing countries requires establishment and development without delay of rehabilitation services for the deaf;

3. In certain countries, mostly in Western Europe, a narrow approach to the problems of the deaf is outlined, the system of rehabilitation measures being limited to implementation of technical means.

The experts in the process of their work have defined a common approach to the main principles of social protection of the people with hearing handicaps;

1. Capability of the deaf and their equality should be reflected in legislation of all countries presented in the WFD by national member-associations.

2. The guaranteeing of the constitutional rights of the deaf should be achieved by adoption and implementation of special laws and other legislative rules providing privileges for the deaf in the field of medical care, education, vocational training, placement, social security, cultural and everyday services;

3. National associations should more actively promote the development of rehabilitation services for the deaf in their

respective countries, providing for all-round and effective solutions of the problems of the deaf in cooperation with representatives of medical, pedagogical, psychological, education and sociological sciences along with the implementation of modern technical means for the sake of the most optimal process of integration of the deaf among hearing people.

4. It is necessary to use fully the achievements of industrialized countries in the field of social adaptation of the deaf by means of constant exchange of information between national association-members of the WFD as well as to render assistance to national associations of the deaf of developing countries within the framework of the WFD and through international specialized agencies;

5. Taking into consideration the complex character of deafness problems, the Social Commission should carry out its activities in close association with other scientific section commissions.

After adopting the preliminary programs of its activities for the term of 1975-1979, the Social Commissions submits for consideration the Congress the following recommendations:

1. For promoting more systematic activities of the Scientific Section and raising the efficiency of its activities, establishment of a consultative organ to the WFD Bureau consisting of a Council of the commissions chairmen under general leadership of the WFD General Secretary;

2. To nominate the Social Commission our representatives from every national association members of the WFD. The information about the nominees being submitted to the General Secretariat not later than October 31, current year.

3. Experts of Social Commissions are recommended to continue to obtain information on social and economical status of the deaf in different countries, on current legislation and special privileges for the deaf. This information should be through the General Secretariat for working out appropriate commissions recommendations on distributing the positive experience of those countries where problems of social rehabilitation of the deaf have been solved more successfully.

4. Experts of the social commissions are recommended to provide systematically through their national associations to the journal—"The Voice of Silence"—information on problems of social rehabilitation of the deaf in their respective countries to the journal—"The Voice of Silence"—for activating the exchange of information between national associations and societies of the deaf on social aspects of deafness.

5. The General Secretariat is urged:

a. To send to the National Association of the Deaf an inquiry prepared by experts of social commissions, in order to collect information on problems of education, employment, social security not later than December 31, 1975:

b. To issue an information bulletin on present legal status of the deaf in the world.

6. On occasion of the coming 25th anniversary of the WFD foundation, it is desirable to convene in 1976 a conference on legislation concerning the deaf in different countries. The international institute on the deaf should be the sponsor of the conference.

7. Taking into account the important role of general education and vocational training in preparation of the deaf for productive work resulting from scientific and technical progress and socialization of personality of the deaf person in the society the experts of pedagogical, psychological and vocational orientation, commissions are requested:

a. To carry out through "The Voice of Silence" open discussion on problems of improving programs and methods of general and vocational education of the deaf, vocational orientation and employment of the people with hearing handicaps in contemporary industrial conditions, and

b. To arrange joint work of experts of the social commission and pedagogical, psychological and vocational orientation commissions according to the joint programs for studying social-pedagogical aspects, including social-psychological aspects and social aspects in labor.

8. To improve the social and economic status of deaf persons in developing countries, the WFD should initiate and promote measures to protect the civil rights of deaf people in education, work and social security and should urge United Nations agencies to adopt these measures.

The WFD now consists of 57 member nations out of 120 nations in the world. The additional support gained from those nations not represented on the WFD would greatly enhance its work on behalf of deaf people.

THEREFORE, the WFD should encourage nations lacking national associations of deaf people to form them; and the WFD should actively recruit membership of all nations not now affiliated with it.

1. Basic to all planning for social, educational and rehabilitation services is accurate information about the population to be served. Without such information, public sentiment is difficult to arouse and maintain, valuable resources

may be squandered and needy persons overlooked.

2. Methods to economically survey the deaf population have been invented.

3. All nations, but especially developing countries, must conduct studies of their deaf populations. Such studies will provide the basis for program that deaf people in these nations need.

THEREFORE, all nations are urged to undertake surveys of their deaf populations to establish their sizes and characteristics, as the essential first step toward establishing and improving critical services for deaf people.

Deaf people have suffered because professional workers have not agreed on a definition of deafness. Without uniform terminology, we cannot compare information from different sources. Research is inhibited. Information basic to planning services and equitably distributing resources is lost.

THEREFORE, we urge that the terminology adopted by the VIth World Congress of the Deaf be used by all professional and government workers with deaf persons.

1. Improvements in medicine and economics have increased the average human life span. Deaf people in many countries where their condition has been studied appear to live as long as members of the general population. Yet little attention has been given to the needs of elderly deaf persons.

2. In addition to their communication problems, elderly deaf persons have difficulties in adjusting to retirement, housing, and other aspects of living, though these problems vary from culture to culture.

3. THEREFORE, we recommend the WFD establish a Section on Problems of Aging in each of the Scientific Commissions.

The problems of deaf-blind persons occur within the spheres of everyone of the scientific commissions.

THEREFORE, a) we urge that each commission establish a subsection on the deaf-blind person; b) that surveys of the deaf population ascertain the number and characteristics of those who are also blind, so that services for their welfare can be made more effective.

Interpreters provide the visual link between deaf people and the general society. Interpreters make full citizenship of deaf persons possible.

THEREFORE, a) all nations are urged to undertake interpreter training, in order to increase the availability of interpreters and to improve the quality of interpreting; b) all nations should provide interpreters for educational and civic purposes, without charge to the deaf person.

Recommendations for a Campaign to Counteract Social Rejection of the Deafened

1). The public must be made aware of the increasing danger of acquired deafness. All medical checkups in schools, places of work, etc., should include hearing tests and in every instance of poor hearing a medical file should be set up.

2). Social and administrative papers concerning the handicapped should make a clear distinction between those born deaf and the deafened, since the needs of the two groups are very different.

3). Centers for re-education and professional guidance should be set up for deafened adults, centers providing in-

struction in lipreading, speech maintenance and training in work compatible with deafness.

4). TV programs with captions for the hard of hearing should be on the regular schedule.

5). Appointment of specialists to deal with the deafened in all large social service or administrative agencies and departments.

6). Recognition that the deafened deserve independent representation in keeping with their numerical importance.

Special Recommendation to Organizer of Future Congresses of the Deaf

To enable the deafened to participate in the discussion, we recommend

1. Increased use of visual information

methods and

2. Systematic and advance publication of summaries of papers to be presented.

Spiritual Care Commission

1. That gratitude be expressed to the WFD for the formal establishment of the Spiritual Care Commission.

2. As a result of the work of the commission, the following resolutions were drafted:

a. To the World Federation of the Deaf—that the basic human right accepted by the United Nations to practice or not to practice religion should be granted to deaf persons.

b. To the organizations of and for the deaf—that the organizations of and for the deaf of each country consider their role as a catalyst to begin spiritual care of the deaf and promote it.

c. To the churches—1) that each religion make it possible for deaf persons to receive training for ministry and to be appointed for full ministerial service: 2) that each religion make qualified

pastors available to the deaf; 3) that each religion foster leadership among the deaf and give deaf persons their right to full participation in decision making; 4) that each religion be willing to conduct worship, religious rites and religious education in such a way that deaf persons can understand and fully participate.

d. To those in education of the deaf—that educators of the deaf respect the rights of students and their parents to practice or not to practice religion.

f. To the deaf—that the full potential of deaf persons cannot be realized without nourishment for the spirit.

Invitation—The Commission on Spiritual Care of the Deaf invites and encourages all religions and ethical systems to join in the work of the commission.

Vocational Rehabilitation Commission

Resolution 1:

WHEREAS the communication barriers facing deaf people curb their rights in utilization of the public services to which they are entitled, and whereas this abridgement denies them their full citizenship; and

WHEREAS coordinating, referral and supportive counseling centers that acquaint deaf people with community services that they need and that provide interpreters so that deaf people may obtain the full benefit of these services have been proved to be very effective;

THEREFORE, be it resolved that all nations strive to make full citizenship a reality for all of their deaf people by establishing and maintaining in their metropolitan areas appropriately staffed coordinating, referral and supportive counseling centers.

Resolution 2:

WHEREAS, mankind has embraced

ever increasingly a viable, effective program of continuing education that keeps him abreast of social and scientific progress and an extensive network of technical-vocational training offerings that lead to occupational advancement; and

WHEREAS, the communication barrier engulfing deaf people denies them ready access to these continuing education and technical-vocational training opportunities unless special provisions are made; and

WHEREAS, it has been well demonstrated that deaf people can and do function very well in ongoing continuing education and technical-vocational training when their communication problem is reduced appropriately;

THEREFORE, be it resolved that all nations ensure that their deaf citizens have equal access to continuing education and technical vocational training op-

portunities through the provision in ongoing programs of interpreters, notetakers visual aids, supportive counseling services, other effective means for eliminating or reducing the communication barriers and by preparing the regular teachers to work with deaf students.

Resolution 3:

WHEREAS, highly intelligent deaf persons are frequently placed in routine types of employment that do not challenge their abilities; and

WHEREAS, most of our learning is accomplished via communication and since deafness is a barrier to communication, deaf people are seriously disadvantaged in the milieu of aural/oral learning;

WHEREAS more time is spent in teaching a deaf person to speak than in developing channels of communication which may inform and educate him in the areas of general, specific, social, technical, legal, occupational and other matters;

WHEREAS deaf people have the same capacity and interest in learning as hearing people, but need help to bridge the great communication gap created by the almost universal use among mankind of an audio symbol system without adequate support of a visual symbol system which is congruent to and in support of the dominant system; and

WHEREAS the language of the deaf in every nation constitutes a second national language and is in fact a standard visual symbol system that is congruent to and in support of the national language, reinforcing it and improving the knowledge and understanding of it; and

WHEREAS deaf people are citizens of every nation and constitute a viable and contributing segment of each population, and should have the same rights of full citizenship that other nationals enjoy, including the right to live in two worlds, earning their daily bread in a hearing world, and socializing and fraternizing in their own special culture; and

WHEREAS there is need to expand instruction methods of the deaf to include the oral, tactile, sign, gesture, facial expression, body language, written language and every other mode of communication so that greater reliability and easier comprehension of language can be achieved among and between all citizens, thus promoting full citizenship for all nationals; and

WHEREAS there is a need to recruit and train many more interpreters to build a greater, more effective communication bridge between the deaf and the hearing societies; and

WHEREAS the designations of the language of the deaf as the accepted language will provide the deaf community in each nation with the recognition, acceptance and parity it has been seeking for many years;

THEREFORE, to move continuously closer to full citizenship for all deaf

people be it resolved that:

1. The language of the deaf be designated as an accepted language in every nation.

2. The language of the deaf include every modality of communication and be modeled to coincide with and reinforce that national language.

3. The language of the deaf be taught in schools for the hearing as an elective with appropriate credit for academic achievement.

4. Communicators developed through the school systems be used everywhere as interpreters for the deaf in rehabilitation, placement, cultural and community activities.

Resolution 4:

WHEREAS in all our nations there is a need for more and different information concerning the development of programs for the deaf; and

WHEREAS the sharing of progress reports of what each country is doing will be of mutual interest, whether it be positive or negative information; and

WHEREAS many of our projects of research and demonstration are based upon our national resources and the sharing of this information might lead to multi-national projects which would be of even greater importance to planning and developing programs of and for the deaf, and

WHEREAS without a method or system of storing, labelling, sorting, and categorizing information we cannot share, in an orderly fashion, the experiences we are trying to use, and

WHEREAS the number of deaf people with additional disabilities is increasing in all nations of the world, with the multiplicity of their handicaps narrowing their effective use of available public services, and

WHEREAS an insufficient body of information concerning their multiple handicaps and a shortage of manpower and programs with the capability of serving this population exists, thereby limiting opportunities for this population to receive appropriate educational and vocational rehabilitation services,

THEREFORE, be it resolved that:

1. An international clearing house for all information be established under the aegis of the World Federation of the Deaf.

2. This clearing house be a scientific and well planned electronic data processing system programmed to store and retrieve information.

3. This clearing house be made available to all governments, public and voluntary agencies and organizations and approved individuals working with or serving the deaf in the world.

Resolution 5:

WHEREAS deaf people, like hearing people, have a need to participate in rest recreation, self development, and other activities as well as work, and

WHEREAS many deaf people who have been trained to make successful vocation decisions, may still need supportive services in the area of social decision making; and

WHEREAS community acceptance of a deaf citizen may depend upon his capacity to relate to the events in the hearing world; and

WHEREAS a deaf citizen may be isolated if he has difficulty in making his personal adjustment to both hearing and deaf societies,

THEREFORE, be it resolved that:

1. The World Federation of the Deaf request all member nations to provide support systems which would provide for the training of specialists to help deaf people to adjust to the demands and responsibilities of the communities in which they spend their leisure time.

2. That the World Federation of the Deaf recommend to all schools serving the deaf that their curriculums of study include training in the availability and selection of leisure time activities.

3. That our research and demonstration centers in all our nations investigate and report on the kinds of leisure activities our deaf citizens enjoy.

4. That the World Federation of the Deaf propose that each nation make it part of public policy to provide for the education of some key personnel in every community in the area of deafness so that this understanding may help solve small problems that mistakes in social judgment may create.

Resolution 6:

WHEREAS the telephone as a principal instrument of commerce has since its invention sharply curbed job horizons for deaf people and their upward mobility in employment; and

WHEREAS the invention of the telephone module permits deaf people to communicate through regular telephone equipment with other people;

THEREFORE be it resolved that all nations give top priority in their programs for deaf people to the expansion and refinement of this new system so that job entry, upward mobility and the social mobility inherent in full citizenship are achieved to the maximum possible extent.

Resolution 7:

WHEREAS hearing society expects their deaf brethren to make all the adjustments to the society which is bound together with a communication system composed of audio symbol components; and

WHEREAS deaf people in most nations attempt to live up to expectations set for them by hearing professionals unfamiliar with deafness; therefore in many cases, deaf people may have low aspirations, or experience repeated failure, as they pursue unrealistic expectations placed on them and fall short of their potential; and

WHEREAS efforts to change the perceptions that hearing people have in relation to the deaf are negligible; and

THEREFORE, be it resolved that the World Federation of the Deaf encourage the development of positive and realistic attitudes towards the deaf within the hearing population of all nations because the real limits of deafness lie in the attitudes of hearing people; we further propose that a commission to study this problem be established and to develop an action plan to be presented at the next Congress with progress reports at intervals set by the Board of Directors.

Resolution 8:

WHEREAS no definition of deafness has been accepted on an international level,

WHEREAS the lack of definition leads to confusion about the type of disability group being served and make long range planning, program development and research in the field of deafness extremely difficult; and

THEREFORE, be it resolved that the World Federation of the Deaf assume responsibility to define deafness in terms of being

1. A condition of disability;

2. That is manifested in handicaps so that all the helping professions will be using terminology which is understood and applied universally.

Resolution 9:

WHEREAS most of the countries in the world have labor federations with local chapters representing workers in all areas of production, and these federations are responsible for the fair and equal treatment of all workers; and

WHEREAS in some countries handicapped workers and deaf workers receive little or no protection under the law; and

WHEREAS in many countries, deaf workers are not given any consideration at meetings, discussions, rule changes, etc., because hearing leadership often are unaware of deaf needs because the handicapping condition is invisible; and

WHEREAS factory councils representing handicapped labor within industrial plants have been effective in preventing discriminatory unilateral action against handicapped workers; and

THEREFORE be it resolved that:

1. The World Federation of the Deaf urge each nation to assist in the establishments of councils representing the handicapped in each industry, as it pertains to each nation.

2. Those nations, not having laws protecting the jobs of handicapped people be urged to frame and pass such legislation.

3. This legislation include the need to utilize professional expertise in relation to the employment problems of the deaf.

4. These councils have the right to re-

view, evaluate, assess and make recommendations to management and unions.

Resolution 10:

WHEREAS the placement, training and ongoing education of the deaf requires the development, and constant assessment of all the societal, educational, political and media systems; and

WHEREAS the end product is a fully productive deaf person making his full contribution as a full fledged citizen; and

THEREFORE, be it resolved that the World Federation of the Deaf develop plans for national workshops involving the total community (parents, teachers, consumers, helping professionals, related authorities, institutions and associations) for the purpose of periodically assessing, critiquing and improving support systems in the community working with the deaf.

Resolution 12:

WHEREAS the training and placement of deaf people involve more than the potential work; and

WHEREAS the team effort requires the utilization of the medical-social-educational-economic team; and

WHEREAS the dynamic conditions of present day life in developed and developing nations require a constant input of new information to maintain and improve our lives; and

THEREFORE be it resolved that:

1. Vocational and placement professionals be provided in the service delivery systems on state and local levels.

2. That the World Federation of the Deaf encourage the exchange of working rehabilitation professionals to observe, analyze and share any findings internationally.

3. That the World Federation of the Deaf utilize the experience of research centers to develop professional training programs for rehabilitation counseling in each nation.

Resolution 12:

WHEREAS there is a need for the development of services to deaf adults all over the world; and

WHEREAS the dynamic conditions of present day life in developed and developing nations require a constant input of new information to maintain and improve our lives; and

WHEREAS promotional opportunities for deaf people may depend on their capacity to keep up with new developments; and

WHEREAS the development of deaf leaders is essential in making demands for needed services; and

THEREFORE, be it resolved that:

1. Continuing education be made available to all deaf adults.

2. Special workshops for deaf people with leadership potential be held on a regular basis in each country.

3. That opportunities for retraining be made available to all deaf adults, and be incorporated into the law of the land.

Hazards Of Deafness

By ROY K. HOLCOMB

355. You drive to pick up some hearing friends. When you get there, you honk your horn for them to come out. On another day, your hearing friends come to pick you up. They honk their horn, but you do not come out. They then have to get out of the car and go and get you.

356. Your whole family is deaf. You are taking a bath. You forget the soap. You holler for help. Nothing happens. Later someone happens to check in on you and you get your soap. You are then happy until you think of something important to tell your wife. You holler but nothing happens and this time no one checks on you. After your bath you find your wife and tell her you have something important to tell her only now you can't remember what it is.

357. You leave your electric typewriter on all night and it wasn't because you thought a ghost writer would come and finish up your typing for you.

358. You have a beautiful speech, second only to the Gettysburg Address, to present at a convention. Your oral interpreter "kills" it with her poor interpreting.

359. You have a most difficult time conversing with hearing people fresh out of sign language classes as they are either too rigid or nervous to understand very well, if at all. Yet you have to handle them very tactfully as you don't want to turn them off. You have few enough hearing friends as it is now.

360. Because you are supposed to have good speech you order for all your deaf friends at a restaurant. When the waitress brings you just about everything except what you ordered, you return to your more reliable means of ordering, that is, pointing to what you want on the menu or writing your order on a piece of paper.

361. You can hear sounds but find it most difficult to distinguish between them. Most things sound like racket. You would probably find it difficult to distinguish between a lion's roar and a baby's cry.

362. You talk so loud into a mike that one guy in the front row nearly falls off his chair, three other people blink their eyes, and ten in the audience

cover up their ears in an attempt to block you out.

363. You are in a cafe eating and communicating with friends. Every time you raise your little finger to sign, your waitress comes running. Finally, when you do want some service, she is nowhere to be found and when you do find her, you are so tense you have lost your appetite.

364. The falling, rushing, roaring, amazing, breathtaking sound of a giant waterfall is lost to your ears but is held in spellbound by your eyes.

365. Late one night you hide at the head of the stairs with your brothers and sisters and pretend to eavesdrop with them on exciting things happening downstairs. You become the world's best mocker as you want to be included yet you see nothing and you hear even less than nothing.

366. You never hear the walking of your wife's feet or the running of your children's as they make their daily rounds about life.

367. You knit a gift for a dear friend and receive much enjoyment from doing so even if you never hear the fragile clicks of your knitting needles.

368. You never hear the sounds which each season brings, yet you can hear with ease the grandest sound of them all—SILENCE.

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handicapped; and

THEREFORE, be it resolved that the World Federation of the Deaf contact the United Nations and the International Labor Organization in order to inform these organizations that the deaf of the world want representation at these conferences and will cooperate with their efforts to improve placement services for the handicapped.

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Total Communication In Iran

By FRANCES M. PARSONS

Mrs. Edna Adler deserves credit for starting me on the idea of introducing total communication in Iran. She recommended me to Mrs. Julia Samii, the American wife of a prominent Iranian, president of a Tehran bank. Our letters volleyed back and forth and, finally, after my three previous failures in going to Iran, I made it on the fourth try following my work in the Philippines and India. Ironically when my plane landed in Tehran at 3:30 a.m., I was not permitted to get off! Three different Italian stewardesses simply bade me to sit down. When the maintenance men came into clean, I confronted the captain with a formidable demand as to why I wasn't permitted to get off. He simply said, "You are not supposed to get off here." When I showed him my plane ticket, his eyes grew big as saucers and he almost threw me out of the plane!

A stewardess meekly led me on the way out and we met a policewoman halfway across the airstrip. She had been searching for me, and then whisked me through long queues and got my passport cleared within a few seconds.

The sweet face of the gentle-mannered lady, Julia, greeted me. I was yet to learn she is also very strong willed, determined and stubborn for good causes and I never ceased to admire that amazing woman. My first question was, "Do we start classes tomorrow?" And she answered sweetly, "No, you must rest and relax. You may start to teach in three or four days." For once though I had my own way and I started working sooner than scheduled.

It seemed incredible that everything had been arranged. No fighting, no persuading, no talks to influence people. A red carpet had been rolled out to welcome me and to accept total communication. Mrs. Samineh Baghcheban (in Persian this means gardener), the director of the National Organization for Welfare of the Deaf, saw to it that Julia and I had full authority in preparing, translating, teaching and training of teachers.

It is interesting to explain a bit about Ms. Baghcheban's father, Jabber Esquarzadeh. Born in Erivan in 1884, Jabber moved to Iran when he was a young man and a teacher. During one of his lectures, he noticed three deaf boys, the brothers of one of his hearing pupils, sitting in a far corner of his classroom. Their parents had hoped that, by sending them along with their hearing brother, they might learn a little bit. Their confused eyes touched his heart so he pantomimed all his stories, inspiring the uninvited deaf boys to smile. The look in their eyes haunted him so on following days he used his spare time trying



Julia Samii and the author, Frances Parsons, work together to make total communication possible in Iran.

to find ways to communicate with them. At that time there was no special education for the deaf program in Iran. He changed his name to Baghcheban "gardener" because, as he explained, "If there must be a name for one who teaches little children, let me be called Baghcheban." So children were his "little flowers." His daughter, Samineh, had her first job working with the deaf when she was three years old. Some deaf children, quaking in the presence of an over zealous teacher, Jabber, when he was trying to teach them speech, simply shut their eyes and nothing would induce them to open their eyes. So Samineh was summoned. She simply placed her tiny hands on the faces of the frightened children and stroked their cheeks. They, sensing someone so tiny was trying to help them, opened their eyes. Speech training then ensued! By the time he passed away seven years ago at the age of 82, Jabber's shabby little classroom had expanded to a modern, three-story building that accommodates 210 pupils, 41 teachers, administrators and administrative aides.

Now Samineh Baghcheban supervises the school and, in spite of using oralism and a phonetic hand alphabet that her father devised from hand signals, she has a keen interest in the latest teaching method—the use of total communication. Marveling at the history of father and daughter in the crusade of the education of the Iranian deaf, I never tire of admiring Samineh's most lovely and kind eyes which have the soft-

est, merriest twinkle I have ever seen.

In spite of my request to have only 10 in my class, Julia was so soft-hearted that, when other Iranians begged to enroll, it grew to a class of 22. My heart sank at the prospect of teaching, in a short time, so many who knew no English. In spite of the great thick wall of the language barrier, with Julia as my sole interpreter, they picked up sign language so amazingly fast that by the second week we were able to communicate! Farsi is a calligraphic written language that reads and writes backward but there is now living evidence that Farsi-speaking teachers and I can make conversation and crack jokes through sign language! Near the end of the month anyone could hear, through the closed door, continuous laughter in the classroom. My Iranian students-teachers never failed to stand up and sign "Good morning" to me everytime I entered the room. Rapport, affinity and reality in communication between us was something I could never describe in words.

T.V. and newspapers were just as enthusiastic over total communication, giving us lots of publicity about it! It is interesting to know that the Empress of Iran is the patron and a staunch supporter of the welfare of the deaf.

Tehran is a fast-growing modern city with boxy structures of building and is congested with taxis. Why so many taxis? Cheap gas! 1 to 2c per litre, I was told.

Group riding is common in rush hours. If you get in when someone is already in the taxi, be sure to read the meter and subtract the figure from the end amount. Without my friends, I would never be able to ride in a taxi because the drivers don't slow down to inquire your destination. One must shout at a driver for a specific destination. How could a deaf person hand out his note to a speeding taxi? Not to mention the fact that many taxi drivers can't read English. So I was blessed with a private chauffeur to drive me to classes, shopping, visiting and sightseeing. They claimed gas is the only cheap item since inflation, like the world over, effects Iran also.

As I always say, travel is the best education so after getting straight A's in geography in grade school, I was floored with surprise to see Tehran cradled at the foot of the surrounding snow-capped mountains! Its high altitude prompts ballet dancers to have oxygen tanks behind the stage so they can dance their way out and "gulp" oxygen before returning!

This year's unreliable climate effected



An Iranian deaf boy in Tehran.

the Far and Middle East. Burma complained about too much rain and feared rice failure; India suffered prolonged drought and expressed fear of food shortage, and Iran had rain in July for the first time in known history and feared food shortage.

The Iranians enjoy four senses: taste, smell, hot and color. For example, they use sugared tea in a glass and the four senses superimpose. Iranian food is not spicy but is frequently oily. The smell of meat there is something I can't describe. Usually newcomers suffer stomach disorders for a week so in Iran a bathroom was my second home . . . Iranian food and my stomach never agreed. Julia, and old hand at doctoring this common malady, was my God-sent angel, giving me proper medicine and right kind of food such as yogurt! Restroom problems are at the minimum in Iran. No tin can of water nor leaves nor wax papers. An aluminum hose at-

tached to a spigot is the usual substitute for toilet paper. One has to learn not to get walls or clothes wet! The only perpetual trouble with toilets is leaking and they need constant repairs which never work.

Since the Shah encourages more education and better employment, the lower income Iranians enjoy a taste of better living and become rebellious. So heads of the houses have less authoritative command and are more powerless with their servants who are sky-happy to bark out their last words. It averages every two weeks in hiring and firing servants, and the mistresses get ulcers. Meek, submissive and faithful servants are prevalent in the Far East but are not permitted to be "imported" to Iran.

If you had handwoven Persian carpets that cost from \$25,000 to \$35,000, how would you have them cleaned? Dry-cleaning at great cost? Handle them with tender loving care Not in Iran! A servant rolls up a carpet, hoists it over his shoulder, and staggers up several flights of stairs to the flat roof-top. He unrolls it, douses it with water from a hose, sprinkles laundry soap over it, rolls it up and pounds on it with a heavy stick. How hard he beats it and you would wince at each beat, worrying about the diligent hand-woven work. One more brisk dousing to rinse the soap away before he hurls the carpet over a clothesline to dry under the blazing Persian sun. You would cringe at the thought of possible fading of the gorgeous color work in the carpet. The Iranians smile. A Persian carpet is not vulnerable! Since carpet-business rates at the top in Iran, carpet-thefts became so rampant that insurance companies refuse to have them insured. So it is necessary for a servant or a member of the household to remain on guard when a family goes out.

When one wishes to indicate "Yes"

there is no head movement but you roll your eyes upward with a clicking sound from your tongue. To indicate "No," one tilts his head upward. So I suffered misunderstanding for umpteen times and embarrassing incidents each time I mistook their "No" for "Yes"!

Since many Iranian women adhere to the veiled cloaks, they clench their teeth on the rims of the cloaks to hide part of their faces as they carry something. The deaf Iranians complain they couldn't lipread those women talking through their clenched teeth!

The elite of Iran were so social-conscious that they went out almost every night. I accompanied the Samiis twice before giving up the nocturnal life but I had the opportunity of having a personal glimpse of a fabulous, dazzling Persian affair held at Prime Minister Amir Abbass Hoveyda's elaborate palace.

It left me speechless with the continuous curves, ovals and rounds of the swimming pool, gardens, fences, balustrades, stairs, rooms, bay windows and even the furniture. The elegance of the interior, the arrangement of the magnificent furniture, dazzling crystal chandeliers and superb collections of ancient Persian paintings took my breath away. What a feast! The mile-long table could have groaned under the staggering weight of such gourmet food. Colored crystal glasses, gold-plated knives, forks and spoons and exquisite tableware had me fondly fingering them.

After the banquet, we followed Prime Minister Hoveyda up three flights of curving stairs to a round movie room. In spite of his characteristic quietness and serenity, the Prime Minister saw to it that all of his guests were well waited on by white gloved, black tied and tuxedoed servants. They brought us wine, various palatable fresh fruits, honey with almonds, hors d'ouvres, coffee, tea, cold drinks, etc., to satisfy our every whim and wish as we watched "The Sting," while seated comfortably in plush chairs with footstools.

The only mishap I suffered was improper evening attire. Being so limited in my traveling wardrobe in a small suitcase, I mailed a lovely pink evening dress I had in the Philippines back to the States, and ended up wearing a pair of slacks to such a grand affair where women swept by gracefully in long evening attire. I learned a lesson—to pack a long formal.



These Iranian teachers and adults learn signed Farsi through Mrs. Julia Samil's interpretation in a classroom at the Iranian National Organization for Welfare of the Deaf, Tehran.

Future NAD Conventions

1976—Houston, Texas

1978—Rochester, N. Y.

1980—Cincinnati, Ohio

An International Perspective On Deafness¹

August 1975 is a month to remember. During the first week of August the VIIIth Congress of the World Federation of the Deaf met in Washington, D.C., under the sponsorship of the National Association of the Deaf of the United States. Approximately 3,000 persons attended this Congress from over 60 different nations. Gallaudet College conducted a Convocation during the Congress at which time the Vice President of the United States was the main speaker. This Congress was viewed as one of the best that has been held, for it was both well-organized and well-managed. This permitted the delegates to give full attention to the issues facing deaf people over a very wide spectrum. The various commissions met and forwarded their recommendations to the Bureau of the World Federation of the Deaf. Papers and addresses which were made will appear in **Proceedings** which will be published later. The Congress was honored by the presence of many dignitaries including the Honorable Jack Ashley, a deaf member of Parliament from Great Britain.

Toward the end of August, the International Congress on Education of the Deaf was held in Tokyo, Japan. Over 2,300 participants from many different countries registered for this Congress. Gallaudet College sent a delegation, over one-half of which were deaf professionals, to present papers and to participate fully in this Congress. This Congress was also well-organized and well-managed; however, the ICED has no continuing organizational structure. It is a Congress that is held each five years by a particular country and then largely dissolves except for a site selection committee for another five-year period. The significance of the Congress, therefore, exists almost entirely in the meaning of the various papers to those persons who are in attendance.

I will not describe the programs of these two significant international Congresses further. What I should like to do at this time is to summarize for you what they signify to me about the progress of deaf persons toward full citizenship and toward better educational opportunities around the world. After seeing hundreds of persons participate in these meetings, I think we should pause and say, "So what?" I should like to answer this question by listing five important developments which I observed as a result of these meetings.

The Emergence of Deaf Leadership

One important development which I observed in both Congresses was the

emergence of deaf leadership. The VIIIth Congress of the World Federation of the Deaf was sponsored and carried out by the National Association of the Deaf of the United States. All of us can be proud of the astute planning and management which the NAD did in making this Congress successful. Theme selection, program development, communication systems, hospitality, entertainment, housing and many other aspects of the Congress were planned and carried through extremely well. This represents the functioning of mature leadership.

The ICED in Tokyo was sponsored primarily by hearing people; yet, the participation of the Gallaudet delegation and a few other deaf people on the program, mostly from Japan and the United States, represented a noticeable thrust and manifestation of their professional stature and leadership ability. Deaf persons spoke to standing room only groups and their impact on a meeting which has historically featured hearing professionals only was noticeable. Recommendations were made, moreover, that deaf persons be included on the planning committees of future congresses in order to give the meetings more credibility. It is entirely appropriate that deaf persons assume leadership positions in international meetings focused on the education of deaf people. When this occurs, closer relationships and useful exchanges will develop between the World Federation of the Deaf and the International Congress on Education of the Deaf.

Arrival of the Deaf Professional

The programs of both Congresses featured papers by professional persons who were deaf. At the Congress of the World Federation of the Deaf, we saw functioning deaf social workers, architects, computer programmers, dental technicians, engineers, design experts, artists, teachers, counselors and many others. The significance of the arrival of the deaf professional should not be underestimated. The deaf professional is visible to all young deaf people, providing them with models and with subsequent aspirations that they would not otherwise have. Their presence indicated success in preparing to enter a professional field and their ability to compete with hearing professionals.

The deaf teacher, counselor, school administrator and adult educator was most visible and involved at the ICED. Although not enthusiastically received and perhaps not fully understood by some oral educators of the deaf who obviously have limited contacts with deaf adults, the deaf educator was a speaker with high credibility and much to offer at the Tokyo Congress.

Total Communication Is Here to Stay

Communication at any international meeting is difficult. Providing adequate communication at an international meeting of deaf persons is extremely complex. Both Congresses handled the matter of translations from one language to another in a reasonably satisfactory way. The ICED did not provide simultaneous translation for the free papers but all general sessions were translated into the German, Spanish, Japanese, English and French languages and into Japanese and American signs. Communication problems were worked out reasonably well and this was to be expected.

An important observation, however, should be made. Total communication enabled hearing and deaf participants to relate freely and to intellectualize the subjects under discussion. In other words, total communication served both Congresses extremely well. The interpreters are to be thanked for their service and commended. This is not to say, however, that total communication is the same in all languages. Obviously, sign and sign structures of some countries need to be vastly improved if the deaf person from those countries are not to be at a disadvantage in relating to hearing people and in participating in international meetings.

Confronting the Issues and Problems

Each of the Congresses oriented its program to a theme. The theme of the VIIIth Congress of the World Federation of the Deaf was "Full Citizenship for all Deaf People." The theme for the International Congress on Education of the Deaf was "Progress Through International Exchange." Under each of these themes the respective Congresses confronted the problems and issues which deaf people face daily and especially in acquiring an education.

The Congress of the WFD was most productive, forwarding to the Bureau a list of resolutions and recommendations from each of the commissions. The Commission on Pedagogy, for example, forwarded specific recommendations to the Bureau about the UNESCO Report of Experts on Education of the Deaf. The Commission took exception to some of the recommendations and requested the addition of one other recommendation. In general, the commissions recommended to the Bureau those measures which would insure the involvement of deaf people in shaping the policies which affect their lives as deaf people and recommendations which would increase participation in the public affairs of their respective nations.

The ICED did not develop resolutions or recommendations; however, the pa-

¹Convocation Address by Edward C. Merrill, Jr., President, Gallaudet College, Washington, D.C., September 8, 1975.

pers represented an exchange of ideas on critical issues and problems such as ways of improving the use of residual hearing, better speech development, criteria to insure successful integration of deaf students in schools with hearing children, opportunities for postsecondary and adult education and the development of innovative educational programs for deaf children in various countries.

One could not attend these programs without feeling a sense of progress and improvement in the welfare and education of deaf persons of all ages. In some ways the two Congresses were corollary to each other: one a demonstration of mature leadership on the part of well-educated deaf persons leading toward plans for action and the other a forum on ways and means.

Education Is the Key

Both Congresses were a living commentary on the educational opportunities available to deaf persons in the various countries represented. Those countries which offer extensive educational opportunities to deaf people had deaf professionals and erudite deaf individuals present as participants in the Congresses. Those countries which do not extend adequate educational opportunities to deaf persons were represented by hearing people who talked about deaf people.

We can be proud of the United States, particularly the alumni of Gallaudet College, in this regard. We found the alumni of Gallaudet College among the leaders in both Congresses. They are, therefore, truly international leaders, for they have had unusual educational opportunities which they have sought and made the best of.

It is a pleasure to share with you these perceptions of two important international meetings. In each of them you would have been proud of deaf persons from the United States and graduates of Gallaudet College. You would also have come to several important conclusions as I have done. The conclusions are as follows: 1) International cooperation and exchange can result in improvement and progress for deaf people in critical areas of living; 2) a deaf individual can develop as well and as rapidly as a hearing person, provided he has adequate and appropriate communication; 3) as with hearing people, education is the key to full participation in society; 4) no individual, hearing or deaf, is truly free without an adequate education and 5) no nation can afford not to develop and to draw upon the great potential and contributions of deaf people.

For Adults Only . . .

What's Happening In Continuing Education

By Dr. ELAINE COSTELLO

The Center for Continuing Education, Gallaudet College
Gallaudet College Center for Continuing Education Develops
Educational Materials for the Deaf

The number of continuing education programs for deaf adults across the United States has increased steadily during the past two to three years. Institutions and agencies are becoming aware of their responsibility to extend educational opportunities to deaf citizens beyond the traditional academic years. And deaf adults themselves are asking for "a piece of the action" when they read about the stimulating classes available to hearing persons but unavailable to deaf persons except for the intervention of special support services.

The Gallaudet College Center for Continuing Education is committed to the task of facilitating the establishment of continuing education programs for deaf adults nationwide. The Center feels a responsibility to respond to requests for training, needs assessments, consultation and materials. It is in answer to such requests that the Center has drawn upon its resources to begin to develop materials for use with deaf adults. It is hoped that these materials will serve as an incentive to programs that are considering beginning continuing education classes and an impetus to those already established but searching for appropriate materials to use.

Three kinds of materials are being developed at the Center for Continuing Education at the present time: packaged materials for special interest classes, programmed language books for Basic Education Classes and an orientation package for teachers who will have deaf adults in their classes for the first time.

The Center has developed four special interest instructional packages which are available for loan to requesting teachers of deaf adults. The four packages are "More Meat for Your Money," "Safe Methods for Canning," "Indoor Plants," and "Pruning Plants." Each package contains enough material to conduct one two-hour class. For example, the canning package includes a half-hour color videotape on the purposes of different kinds of canning, a set of slides on the steps in canning, demonstration canning equipment, transparencies showing recipes which the students make as a class activity and handouts for the students to take home and use as a guide for their own home canning projects. A teacher's manual in each package guides the teacher through planning and conducting the class. If there are a lot of requests for these packages, more will be developed in the future.

A second project of the Center is the development of a series of programmed workbooks especially designed to remediate errors in deaf adults' written English. The series is called **Structured Tasks for English Practice (STEP)**. Each workbook is self-instructional and concentrates on a single type of English construction. Teachers can use the books to support class instruction or the students can use them for independent study at home. The first three books in the series will be available in December 1975.

The third developmental project is an orientation package for prospective teachers of deaf adults to acquaint them with classroom techniques appropriate for use with deaf adults. The package is intended to motivate instructors to look to **Welcome to the Quiet Life**, an orientation manual for teachers of deaf adults produced by the Center, as their basic source of information. This orientation package will be self-contained and can be administered by any local person. The target date for completion of the package is December 1975.

The Gallaudet College Center for Continuing Education will continue to receive ideas for future curriculum development. The Center has reviewed a quantity of commercially available instructional materials and has identified those which are appropriate for use with deaf adults. For suggestions for further materials development or inquiry about available materials, please contact:

Dr. Elaine Costello, Director
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Vendemia, Library Of Congress Sign Advocate, Retires

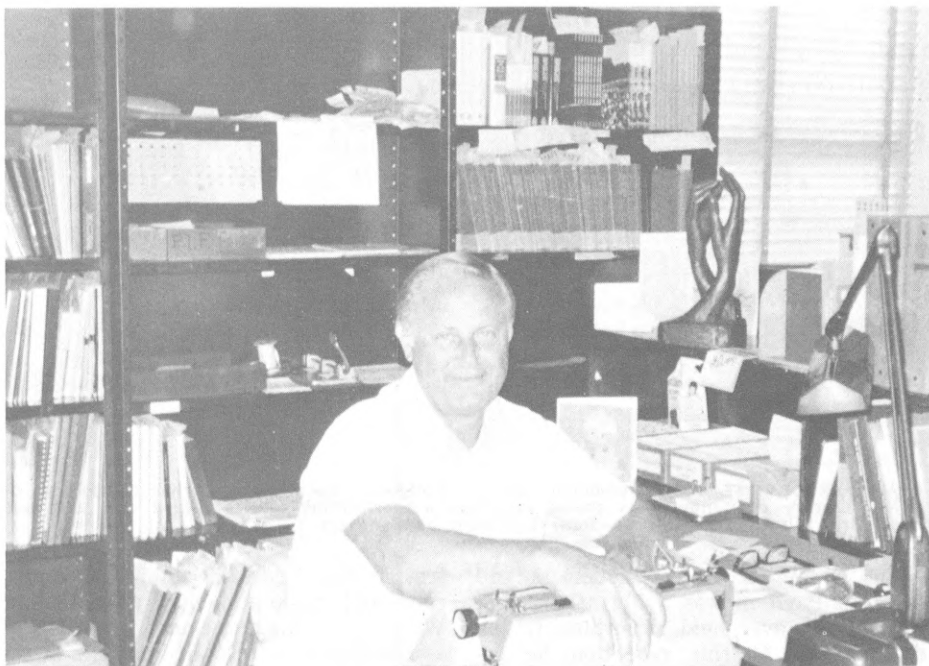
John A. Vendemia, winner of the first Helping Hand Award presented by the Maryland Association for the Deaf,* retired on August 20, 1975, after 30 years of Federal service.

During three of those years he worked for the Post Office. The remaining twenty-seven were spent at the Library of Congress, where his varied experience included filing, working for the Music and the Preliminary Cataloging Sections, as well as for other sections and Divisions, and culminated in his contribution as a cataloger in the English Language Section of the Descriptive Cataloging Division. He says that his facility with languages helped him to get his first job at the Library. And, eventually, his knowledge of sign language was to be perhaps that for which he was most widely known and acclaimed.

To repeat a little history: His interest in sign language was first sparked when Michael White was hired to work in the Preliminary Cataloging Section where John was working at the time. (As far as is known, Mike White is the first truly deaf person to have been employed by the Library. Others may have been hired in other Divisions as, say, typists. But they were apparently hard of hearing rather than deaf.) Always a friendly and sociable soul, interested in new people, John tried to communicate with Mike. He found this a little difficult, however, since Mike showed no interest in teaching him the sign language or even the manual alphabet. Undaunted, John decided to enroll in a course on sign language at Gallaudet College. After learning the manual alphabet, he was able to establish communication with Mike and progressed more and more thereafter as his sign language vocabulary increased.

Within the course of a year, Mike proved himself to be such a diligent, capable and dependable worker that the long-held taboo against hiring deaf people to work in the Library was abolished and Judy Rasmus (now Bravin) was added to the staff of the Preliminary Cataloging Section. She, too, proved to be as capable as Mike. Then, one by one, others were hired in that section as well as in various other sections of the Library.

As their hearing co-workers, some of whom held supervisory positions, observed John communicating with these staff members in sign language, they became interested in learning it so that they too, could better communicate with



John Vendemia poses with the sculptured hands given him by his deaf friends at the Library of Congress. This gift was selected by Suanne Welch, daughter of Verna Thompson Domich.

their colleagues. At first, two or three asked John to teach them—which he did, during coffee breaks and lunch hours. Interest steadily grew until John was besieged with requests to teach sign language. He taught from two to four or even five people at a time almost continuously until late 1974 when the Library itself sponsored a class on sign language, on Library time, at the request of two Division Chiefs. Altogether, it is estimated that John taught 25 students on his own time and 48 (16 to a class) on Library time. Evaluations of his teaching were highly laudatory. Visitors to the Library are now even at a loss to know who is deaf and who isn't and have gone so far as to inquire of their guides whether everyone in the Processing Department is deaf.

Early in 1969, an Associate Law Librarian was so impressed by what John was doing that he wrote a memorandum to the Director of Administration in the Library recommending that recognition of some kind be awarded to John for what the Law Librarian considered to be a selfless, humanitarian act in the interests of the Library of Congress. As a result of this petition, the Librarian of Congress later that year presented John with a Superior Service Award "for your devoted effort and extraordinary contribution to the morale of deaf members of the Descriptive Cataloging Division and for improving the ef-

fectiveness of the Library's policy of hiring the handicapped by voluntarily learning and teaching others the sign language."

In 1973, at a bicentennial convention of the Maryland Association for the Deaf in Ocean City, John was presented with the first Helping Hand Award given by that Association. Its purpose was to honor a hearing person who in any way helps to improve communication between deaf and hearing co-workers—which he had certainly done, and to a more than considerable extent.

Because of his warm, outgoing personality and natural interest in others, it was inevitable that John, upon retiring from the Library, would be honored and feted with luncheons at work, dinners after work and also at a big reception given by the Processing Department. Some of his deaf friends met for a last dinner with him at the Luau Hut in Silver Spring, where he had first eaten with a group of deaf people at the beginning of his involvement with them. At the dinner, he was presented with a pair of hands representing the hands of two people touching each other's hands—a model of a sculpture by Rodin. On its base was a plaque engraved with a statement made by John at the MAD convention when he received the Helping Hand Award: "Put your hand in the hand that gives a hand."

*Presented to him in Ocean City, Maryland, in 1973.

Letters to the Editor

Dear Editor:

A week or so ago I enjoyed my first real exposure to the world of the hearing impaired and would like to share my impressions with you. I have no hearing problem, neither does anyone in my immediate family. My 14-year-old son and I accompanied a friend to the Minnesota School for the Deaf in Fairbanks. We were to visit her son Jamie and to see the school.

Neither Alan nor I knew any sign and really had little if any knowledge of problems faced by the hearing impaired. On the way down in the car, I picked up my friend's copy of your magazine for July/August and found it to be absorbing.

Rather than a major overall impression, I think a series of smaller things brought me to some understanding.

An advertisement for a flashing alarm clock made that hated morning ring more valuable. Watching the cheerleaders at a football game incorporate the sign for the words of the cheer into their movements. Seeing the team giving signed signals. The extremely expressive faces of people who cannot put happiness, anger, love into their voices. The frustration of a child unable to convey his meaning—not because he cannot communicate, but because the one he is trying to reach cannot receive. And how **do** you attract the attention of a deaf child on a playground slide or in a swimming pool?

There were lighter moments too. The doubtful feeling of sitting beside a driver who needs both hands to answer her son and to drive the car too!

Waking up on Saturday to a blast of sound from the TV because Jamie didn't realize the volume was so high. His heading into a "Ladies" room oblivious to his error and our voices. A wonderful and unmistakable description by him of an old movie he had seen on TV. The perky movements, speeded up action, facial contortions—a perfect mine of the old silent movie.

An excellent visual lesson from him on how to fly a plane—he'd been for a flight in a small plane the previous week and even with my lack of knowledge of sign I had no trouble following his explanation.

I don't pretend to understand 1/100 of the problems faced by the hearing impaired in a world geared to the hearing person. I do hope that in some way I can contribute towards making that world more hospitable to those who have been so long ignored.

Jeanne M. Smith

Frazee, Minnesota



AWARD RECIPIENT—John Vendemia, English Language Section/Descriptive Cataloging Division, Library of Congress, is shown receiving a meritorious service award and \$200 cash from Mrs. Elizabeth Kegan, Assistant Librarian of Congress.

The reception in his honor in the Whittall Pavilion was a big affair—one of the best ever held, according to his co-workers. At this reception he received a book and a suitcase. An album containing songs composed by a member of the English Language Section and comments by all his friends appeared to be most treasured. Another member of this section sang one of the songs which was about his teaching of sign language. That song is reproduced at the end of this article.

On John's last day of work at the Library, yet another honor was bestowed on him by the Acting Librarian of Congress—a Meritorious Service Award and a cash award of \$200—"for his significant contribution to the Processing Department in teaching manual communication to the staff." The Acting Librarian also remarked on his having trained members of the Reference Department in order to improve their communication with deaf patrons.

John's plans for retirement include

travel, working in health spas as a masseur, art, music and—just plain loafing. We all know his retirement years will be as rewarding as were all his years at the Library of Congress.

TILL THERE WAS YOU

There were sign language classes,
But we had not seen any.
No, we'd never seen them at all
Till there was you.

There were signs flashing by,
But we never saw them winging,
No, we never saw them at all
Till there was you.

Then you brought text-books,
and you taught wonderful classes;
the John Vendemia method
was something so new!

There were signs all around,
but we never sent one winging.
No, we never knew them at all
Till there was you.
There were you.

—Marjorie F. Culbertson
with Mary Slayton

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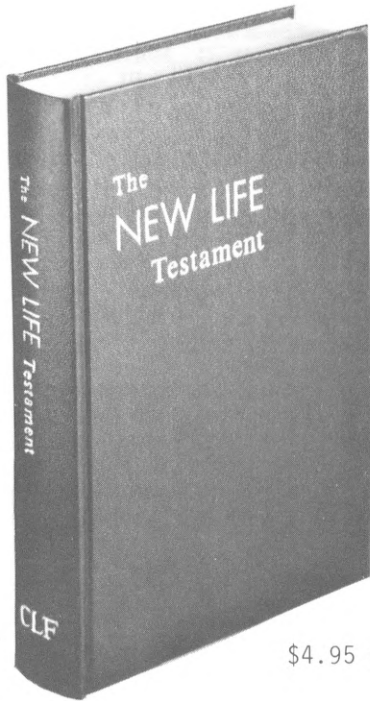
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place to rest His feet. ¹⁴And by one gift He has made perfect forever all those who are being set apart for God-like living.

¹⁵The Holy Spirit the New Way of Wo day comes, says the L And I will write the will not remember the emiah 31:33-34) ¹⁸N needed when our sin

We Can Go To God

¹⁹Christian brothe Holiest Place of All be now come to God by this way for us. He body. ²¹We have a g God. ²²And so let us come near to God with a true heart full

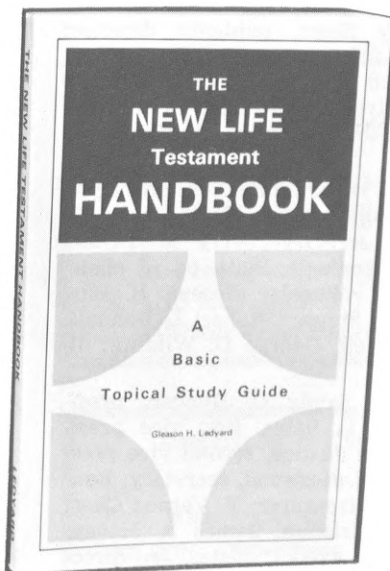
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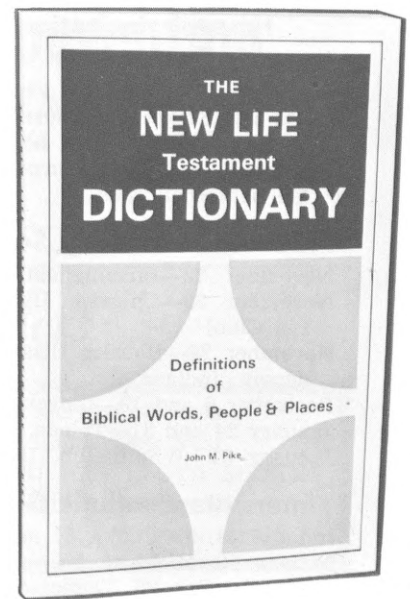
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The Deaf American

HOTLINE SPORTS

Schools for the deaf, colleges and club athletic schedules and results are needed for THE DEAF AMERICAN's "Hotline Sports" section. Send such material to Mr. Charley Whisman, DA Hotline Sports Editor, 4316 North Carrollton Avenue, Indianapolis, Indiana 46205.

Pan American Games

The site of the Pan American Games for the Deaf has been moved from Caracas to Maracaibo, Venezuela, November 15-22, 1975.

Thirty male athletes and 11 female athletes will uphold the USA prestige as their first representatives at the Pan American Games for the Deaf in Venezuela.

1976 Tryouts

The 1976 AAAD tryouts will be:

WRESTLING: Tuscon, Arizona, June 11-12, 1976.

TRACK AND FIELD: Gallaudet College, Washington, D.C., June 16-19, 1976.

TENNIS: St. Augustine, Florida, June 25-26, 1976.

SWIMMING: Birmingham, Michigan, July 10-11, 1976.

VOLLEYBALL: Dallas, Texas, July 20-31, 1976.

1976 Ski Week Convention

The Fifth Biennial National Ski Week Convention of United States Deaf Skiers Association will be held February 1-7, 1976, at Boyne Falls, Michigan. This event will be sponsored by the Michigan Ski Club of the Deaf.

Houston Invitational Tournament

Houston will sponsor its First Annual Invitational Basketball Tournament on December 13, 1976. The host expects to have a 6- or 8-team tourney line up for the basketball fans.

1975-1976 Bowling Schedule

November 22—Birmingham, Alabama
November 29—Chicago, Illinois (Ten Pin Club)

November 29—Hoosier Classic at Anderson, Indiana

December 6 and 13—Cleveland, Ohio
January 24 and 31—Toledo, Ohio

January 31—Wilmington, Delaware

Interstate Football Games

Indiana 44, Kentucky 6
Indiana 50, Michigan 6
South Carolina 26, Tennessee 6
North Carolina 60, Virginia 6

Wrestling Schedule

December 13—Indiana at Wisconsin
January 10—Wisconsin at Minnesota

Interstate Basketball Games

December 4—Maryland at Virginia

December 13—West Virginia at Maryland; South Dakota at Minnesota; Indiana at Wisconsin

December 18, 19, 20—Central States Basketball Tournament at St. Rita, Cincinnati, Ohio

January 9—Indiana at Ohio

January 10—Virginia at Maryland

January 22—Maryland at West Virginia
January 27—Maryland at Model Secondary School, Washington, D.C.

February 6—Ohio at Michigan

February 7—Illinois at Indiana, New Mexico at Arizona, Minnesota at South Dakota

February 11-14—ESDAA Basketball Tournament at Philadelphia, Pennsylvania

February 20—Kentucky at Indiana

Donations Sought For 1977 USA Basketball Team

Cole Zulauf, Enfield, Connecticut, and Gene Carr, Dallas, Texas, were selected as co-chairmen of the USA basketball fund-raising program. They want donations to help finance the tremendous expenses of the basketball team representing the USA at the Bucharest, Rumania, 1977 World Games for the Deaf.

The tax deductible donations may be sent to Cole Zulauf, 18 Ridge Road, Enfield, Connecticut, 06082. Make check payable to: USA-AAAD-WGD Basketball Fund.

14 Western Maryland Students Receive Deaf Education Stipends

Eleven students to attend the deaf education program at Western Maryland College in Westminster this fall have each accepted a \$2,200 federal stipend that will finance their tuition. A total of 14 stipends for the graduate studies have been made available through the Department of Health, Education and Welfare.

The students were chosen on the basis of need, undergraduate academic record and references, after they made formal application, explained Hugh Prickett, coordinator of the deaf education program.

Marylanders receiving the stipend are Connie Gillett, of Caverly Avenue, Beltsville; Susan G. Hanna, of Greenbelt Road, Lanham; Linda J. Hatrak, of Riverdale Road, Riverdale; Kathleen Jones, of 28th Place, Mt. Ranier; and Ellen E. Kreisler, of Chippewa Drive, Baltimore.

Out-of-staters awarded the stipend are

Joseph Bath, of Wynwood Road, York, Pa.; Lucinda C. Casella, of Forest Drive, Boonton, N.J.; and Angela Knill, of West Plum Street, Aurora, Ill. Also Anthony Lombardo of 6th St. N.W., Washington, D.C.; Pamela Luft, of N.E. 182, Seattle, Wash.; and Scott G. Morrison, of N. Whipple Street, Chicago, Ill.

The HEW grant is one of a continuing group of teacher training grants made to Western Maryland College since 1968, according to Donald Rabush, coordinator of special education. Totalling \$40,000, the grant will also pay for new equipment and program equipment.

The deaf education session began September 24, with a full-time enrollment of about 50; a complementary part-time constituency of about 75 students was reported. Western Maryland College is a private, coeducational liberal arts college with both graduate and undergraduate programs. Established in 1867, it has an enrollment of about 1,300 undergraduates and a similar number of graduate students.

Dudas Midwest Deaf Golf Winner

George Dudas of Pennsylvania won the 28th Annual Midwest Deaf Golf Association tournament held August 4-7, 1976, at East Troy, Wisconsin. He had a three-round 238 total. John Farovitch of Canada and William Tonigan of Illinois had identical 240's for second, with Farovitch winning on the first hole of the playoff.

Debbie Sawhill of Iowa won the Class A ladies' tournament. Helen DiFalco of Michigan won Class B honors.

State Association Officers 1975-1977

OHIO: Harvey Katz, president; Ben Medlin, vice president; Irene Tunanidas, recording secretary; Alvin Hawk, treasurer; Terry Esser, publicity director; Robert O. Lanckenau, executive secretary. Mr. Katz and Mrs. Louise Hume will be Representatives at the 1976 NAD Convention in Houston, with Mr. Medlin an alternate.

UTAH: W. David Mortensen, president; Fay R. Young, vice president; Robert G. Sanderson, secretary; Jerry R. Taylor, treasurer; Dennis R. Platt, board chairman; Ned C. Wheeler, Joseph B. Burnett, Gene D. Stewart, Robert L. Bonnell, Peter M. Green, George D. Wilding, directors.

VIRGINIA: Sandy C. Duncan, president; Robert L. Bates, first vice president; R. Allen Justice, second vice president; Joyce M. Norwood, secretary; Reuben I. Altizer, treasurer; T. Vernon Cherry, Evelyn Christian, James A. Hovey, Obie A. Nunn, Fred P. Yates, Jr., directors.

A Coming Great Event!

The 33rd Biennial Convention Of The National Association Of The Deaf

At The Fabulous Shamrock Hilton Hotel

In Houston, Texas

July 4-11, 1976

What Will Happen?

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NAD BUSINESS SESSIONS — WORKSHOPS — TOURS — SPECIAL ACTIVITIES FOR MEN, WOMEN AND CHILDREN

- Reception featuring an exhibition by a famous square dance team
- Western Day Outing a la Texas
- Luau around Shamrock's swimming pool and with a performance by the National AAU championship swimming and ballet teams
- NAD Rally for that old fashioned spirit-rousing affair
- Miss Deaf America Pageant
- Grand Ball with a spectacular floor show

TOURS

- All-day Tour of San Antonio and LBJ Ranch (Sunday, July 5, 1976)
- LBJ Manned Space Center
- San Jacinto Monument and Port of Houston
- Sea-Arama Marine World (Galveston)
- Busch Bird Park
- The Bayou Bend Collection of the Museum of Fine Arts, Houston

OTHER ACTIVITIES

- The Astrodome (Baseball if scheduled; otherwise tour)
- All-day Outing at the Astroworld
- Night Club Tour (An evening on the town)
- Golf Tournament
- Deep Sea Fishing
- Beach Party for Children
- Captioned Films Nightly
- Special Luncheons and Receptions by Groups and Organizations
- Exhibits

National Association Of The Deaf Convention

Watch in future issues for additional details about the Greatest, Most-Fun Filled Convention ever!

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JULY 4-11, 1976

Season's Greetings From Our Readers

Yuletide Best Wishes
and
A Prosperous New Year
MR. AND MRS. DAVID O. BURTON
College Park, Maryland

Merry Christmas
And Happy New Year
From the Brethren of the
KAPPA GAMMA FRATERNITY

Merry Christmas
Happy New Year
MR. AND MRS. LLOYD SHIELDS
415 River Street
Canon City, Colorado 81212

Greetings of the Season
and
Best Wishes for the New Year
WILSON AND EDNA GRABILL

Happy Holidays!
MR. AND MRS. JOHN KUBIS
6603 McCahill Terrace
Laurel, Maryland 20810

Happiest Returns of the Season
From the Editor and Staff
Of THE DEAF AMERICAN

CLOSE UP Program Gives Deaf And Hearing Students First-Hand View of Government And Themselves

By NIKKI FISHER

As the United States prepares to celebrate its 200th birthday, much will continue to be said and written about ways in which citizens can learn about and understand the complexity that is American government. Amidst all the talk, however, is a program called CLOSE UP which, established five years before the bicentennial, will surely continue, long after the celebrations are ended, to give high school students from across the country an intensive and first-hand view of "real" government in action.

A nonprofit, nonpartisan organization based in Washington, D.C., CLOSE UP was begun in 1971 by a group of people who believed that social science textbooks were not providing the kind of information needed to encourage intelligent participation in the American political process. American government is, they felt, too dynamic—resulting from an interplay of a wide variety of competing factors—to be represented properly in a series of one-paragraph descriptions or static organization charts. And so, they designed a seven-day intensive learning experience in Washington for high school students from various communities throughout the United States. Since its inception, CLOSE UP has given nearly 19,000 students and teachers from 20 metropolitan areas an opportunity to see government "close up" in all its variety.

In addition to its major goal of helping students, teachers and government officials alike to share perspectives on living government, CLOSE UP is designed to help young Americans to better understand one another. This year, through the joint efforts of Gallaudet College and the CLOSE UP staff, a new dimension of understanding was added to CLOSE UP through the inclusion, for the first time, of hearing impaired students from throughout the United States. During the week of May 4-10, seventy-one high school students and teachers from the North Carolina School for the Deaf, the Maryland School for the Deaf, the Margaret S. Sterck School for the Hearing Impaired, the Pennsylvania School for the Deaf, the Virginia School for the Deaf and Blind, the Rhode Island School for the Deaf, the New York School for the Deaf, the Lexington School for the Deaf, the Marie H. Katzenbach School for the Deaf and the American School for the Deaf joined

98 students and teachers from public and private schools in Raleigh-Durham, North Carolina, for a CLOSE UP week in Washington.

The story of how this week came about is, in itself, an example of the kind of cooperation and community involvement CLOSE UP seeks to promote. Last year, in its fourth year of operation, CLOSE UP decided to expand its practice of inviting one city or community at a time to inviting an entire state where such an approach seemed feasible. After some consideration, the state school system of Rhode Island was chosen as the first participant in the "statewide" concept. In April 1974, students and teachers from 60 public and private schools in Rhode Island arrived in Washington.

This time, however, one thing was new: having invited, through the state administrator, all schools in the state, CLOSE UP had also invited the Rhode Island School for the Deaf. As a result, among the 300 participants from Rhode Island during two week-long sessions were two hearing impaired students and their teachers. Immediately, the CLOSE UP staff members began to ask themselves: Why hadn't they, in their four years of operation, even before had hearing impaired participants? More important, why had they never thought about it until now? The answers were as varied as the questions. After spending the week talking to the students and teachers from the Rhode Island School, however, the staff members knew one thing for sure—they would do everything they could to insure that, from then on, more hearing impaired students would have the opportunity to participate in CLOSE UP.

During the summer of 1974, while Congress (and thus the CLOSE UP sessions) were in recess, CLOSE UP staffer Jim Krause began to work specifically on the problem of involving schools for the deaf in the CLOSE UP program. Through Rhode Island teachers Bruce Godsave and Charlie Girard, Jim met Dr. Leon LeBuffe, Associate Dean of the Gallaudet College Center for Continuing Education, and together they made plans for a CLOSE UP week in 1975 which would include both deaf and hearing students and teachers.

The challenging academic approach, the hectic schedule and the very successful seminar/workshop format were

not to be changed. Some adjustments had to be made, however, to insure that the hearing impaired students had the same opportunity as the hearing students to learn from and absorb the week's activities. And so, teachers at Gallaudet College prepared a glossary of terms which might be unfamiliar to deaf students to go along with the study materials sent out prior to the trip to Washington. In addition, seminars and workshops were planned with more time between sessions to allow for further explanation and discussion, CLOSE UP staff members began learning basic sign language, fingerspelling cards were included in the preparatory materials sent to hearing students and, most important, dozens of sign language interpreters were found and scheduled to interpret the 70-plus seminars, talks, tours and discussions which would take place between 9:00 a.m. and 11:00 p.m. throughout the seven days.

While all these preparations were taking place in Washington, the schools and communities were themselves becoming involved in and committed to the CLOSE UP idea. Based on various criteria, they chose both a wide sampling of students who could profit from the program, and enthusiastic teachers to accompany them. In addition, they helped students and teachers to arrange for tuition and transportation costs for all those wishing to attend. In North Carolina, for example, students raised money from paternal organizations, church groups, parent-teacher associations, car washes, bake sales and raffles. In addition, fellowships were made available to students and teachers both by the local school boards and through the Allen J. Ellender Foundation, a CLOSE UP Fellowship fund established by Congress as a tribute to the late Senator from Louisiana, a staunch supporter of the CLOSE UP program.

Finally the magic Sunday came and 169 teachers and students arrived at Washington's Quality Inn Hotel to begin the CLOSE UP experience. During the next week they met and heard from a Washington lobbyist, a White House staff member, the director of an international volunteer organization which pre-dates the Peace Corps, CBS correspondent Robert Pierpoint, graduate candidates from the Johns Hopkins School of Advanced International Stud-

ies, Senators and Congressmen from their home states, Congresswoman Millicent Fenwick, retired Associate Supreme Court Justice Tom C. Clark, a defense specialist at the Pentagon and, in debate, the executive director of a national peace organization and an ultra-conservative Washington journalist. In addition, they lunched at the American University, Gallaudet College, the Smithsonian Institution and on Capitol Hill; they toured Arlington Cemetery, the Museum of History and Technology and other Washington sights; they saw performances of "The Magic Show" at the National Theatre, and the National Theatre of the Deaf's "My Third Eye" at Gallaudet College; and they dined at Washington restaurants from the Flagship on the Potomac to the Village Inn Pizza Parlor in Springfield, Virginia.

Most important, these 169 young people had an opportunity to get to know one another. By design, the students were housed two deaf students and two hearing students to a room and nothing could have been more enlightening or successful than that experience in integrated living. Hearing students, some of whom had never before met a deaf person, were fascinated at the expressiveness and versatility of sign language. Both groups, however, were struck more

by their similarities than by their differences. They were, after all, the same age, basically interested in the same things and they were sharing together a whirlwind learning experience none of them would soon forget.

Finally, the week was over and a banquet was held for all participants. As had become traditional at the Friday night ceremonies, each group of students chose one person to speak for them. Perhaps the best indication of the human-relations (not to mention the political-education) success of the program were the events of that night. Many of the groups chose not one but a team to speak for them—one deaf student and one hearing student. A deaf student, for example, signed an original poem while his hearing counterpart spoke the words. Songs and speeches were given in both spoken and signed English and a deaf student who was said to rarely speak in school gave an eloquent verbal interpretation of what the week had meant to her. When the evening was over, there were few dry eyes in the banquet hall as students, teachers and CLOSE UP staff members prepared to return home with a deeper understanding not only of the human aspects of American government but also of each other and themselves.

CLOSE UP finished its 1975 program the next week (May 12-17) with students from the San Francisco Bay area. Among those who made the trip to Washington that week were three students and one teacher from the California School for the Deaf-Berkeley. The summer was then spent evaluating all 17 weeks of the 1975 program and preparing for 1976. Among the major commitments made during the summer planning period was to extend to more than 50 schools for the hearing impaired an invitation to participate in the 1976 winter-spring program. The expansion of the program to even more hearing impaired students has created, however, a major challenge for the nonprofit organization: finding and, more difficult, paying for interpreting services for as many hearing impaired students as wish to attend.

If you are interested in learning more about CLOSE UP or having your school or community participate in the 1975-76 program to begin this November, write directly to CLOSE UP, 1054 Thomas Jefferson Street N.W., Washington, D.C. 20007. If you can help support interpreting costs, contact Dr. Leon LeBuffe, Center for Continuing Education, Gallaudet College, Washington, D.C. 20002.

**Executive Director
TEXAS COMMISSION
FOR THE DEAF**

SALARY: \$20,000 (1976); \$21,000 (1977). The position requires an individual who has had experience working with the deaf or hearing impaired, who is preferably deaf or hearing impaired, can communicate with the deaf, has extensive managerial and budgeting background, can coordinate public and private agencies and organizations, and who has had experience working with both state and national legislation bodies.

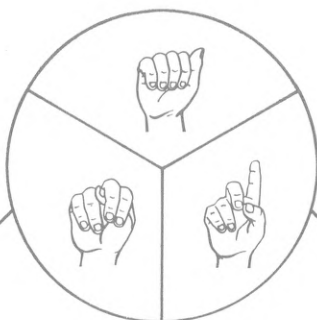
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Texas Commission for the Deaf
P.O. Box 12904 Capitol Station
Austin, Texas 78711

**Do you have the latest
NAD PUBLICATION LIST?**

If not, write to the National Association of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910.



Timothy F. Medina, CSP Assistant Director, presents a daily (Monday-Friday) newscast on television for the deaf and hearing-impaired population in the Washington, D.C., metropolitan area at 12:25 p.m. as part of WTTG 5's "Panorama" show. The five-minute newscast, "Total Communication News," features Medina speaking and signing simultaneously while background visuals and captioned key words complement the program. The program features international, national and local news, as well as news directly related to the local deaf population. Daily news coverage was given to VII World Congress of the Deaf in Washington, D.C., last July 31-August 8.



COMMUNICATIVE SKILLS PROGRAM

Terrence J. O'Rourke—*Director*

Angela K. Thames—*Adm. Asst.*

Timothy F. Medina—*Assistant Director*

Debbie A. Sullivan—*Secretary*

CSP's Assistant Director Timothy F. Medina spoke on "Orientation to the Deaf Individual" at a "Seminar on Selective Placement of the Handicapped" which was sponsored by the U. S. Civil Service Commission's Bureau of Training on September 29 in Washington, D. C.

The participants were Federal agency coordinators who have been designated the responsibility for the recruitment, placement and advancement of handicapped persons in the Federal government. The seminars are designed to provide Federal agency coordinators with information on the major disabilities, appointing procedures, community resources and facets of job accommodation.

It is hoped that the training seminars will provide valuable insight to prospective employers of hearing impaired persons. The U. S. government is the largest agency employing deaf persons in America.

The Seminar took place September

29-October 1, 1975. Course directors for the Seminar were Mary Hill and Sandra Heaton, from the Personnel Management Training Center. Other people participating in the Seminar and their topics were: Dr. Dennis Wyatt, Program Manager, Volunteer Health Organizations and Disabled Veterans, President's Committee on Employment of Handicapped Individuals, speaking on "Misconceptions About Blind Individuals"; Ms. Hedwig Oswald, Chief, Office of Selective Placement Programs, U.S. Civil Service Commission, speaking on "Affirmative Action Program for Employment of Handicapped Individuals and Disabled Veterans"; and Dr. Richard Lawrence, Director of Rehabilitation Counseling, University of Maryland, speaking on "Communication-Involvement-Action"; and Mr. Edward Leonard, Program Director, President's Committee on Employment of Handicapped Individuals, speaking on "Architectural and Transportation Barriers."

O'Rourke And Schreiber Attend NRA Convention

Terrence J. O'Rourke, CSP Director, and Frederick C. Schreiber, NAD Executive Secretary, attended a joint meeting of the Task Forces on Deafness of the National Rehabilitation Association (NRA) and the Council of State Administrators of Vocational Rehabilitation (CSAVR) on October 11 at the Netherlands Hilton Hotel, Cincinnati, Ohio. This meeting was held prior to the opening of the annual NRA convention, October 12-15. Schreiber is a member of the NRA Task Force on Deafness.

O'Rourke addressed the joint meeting

to inform them of the services that are available from the CPS. Workshops conducted by the CSP deal with the instruction of sign language and many workshops for vocational rehabilitation personnel have been conducted by the CSP.

In addition to the above responsibilities, Schreiber also attended a pre-convention meeting of the American Coalition of Citizens with Disabilities, of which he is vice president, and met with city and hotel officials to discuss plans for the NAD's Centennial Convention to be held in Cincinnati in 1980.

Sign Providing Benefits

Sign Instructors Guidance Network (SIGN), NAD/CSP's new organization for teachers of sign language, has been providing various benefits to members. SIGN meets one of its varied objectives by keeping its members posted as to the most recent developments in the field of sign language by disseminating information as soon as it is made available. To date, these items have been distributed: An issue of "Gallaudet Today" that focuses on communication and contains articles on various sign language systems authored by the innovators themselves and an article published in **Performance**, the official monthly publication of the President's Committee on Employment of the Handicapped. The article, "Is This How a Deaf Person Feels?" was written by Diane Lattin, editor of **Performance**. Plans are also under way to provide members with a free subscription to "Signs of Our Times," the newsletter from Gallaudet's Linguistics Research Laboratory which is published once a month during the academic year from September to May.

Criteria for the SIGN Board are now being drawn up by the NAD/CSP and board members will be selected soon to help design evaluation procedures for certification examinations which will be administered for the first time at the NAD Convention, Houston, July 4-11, 1976.

O'Rourke Speaks In Baltimore

Terrence J. O'Rourke, CSP Director, traveled to Baltimore on November 6 to speak during a six-week in-service sign language workshop given for teachers and other personnel of the Baltimore City Public Schools. O'Rourke also spoke to students enrolled in a sign language class at Western High School on the same day.

This is the second year sign language is being taught in various public high schools and credit is given for satisfactory performance and completion of the beginning level course. The Baltimore City Council previously passed a resolution (Bill #543) adopting a sign language program in the school system as an elective course. On December 10, O'Rourke will speak at a city-wide conference in Baltimore for the purpose of implementing uniform sign language instruction within the school system. He will also provide guidelines to the school system and adult education classes to aid them in continuing to offer not only more but better sign language instruction.

Emanuel Golden, Liaison Worker, and Dr. Leonard Siger, Research Associate, are among those involved in spearheading this program.

O'Rourke, Schreiber Plan For Houston

Terrence J. O'Rourke, CSP Director, and Frederick C. Schreiber, Executive Secretary of the NAD, traveled to Houston on October 24-27 to prepare for the upcoming NAD convention to be held July 4-11, 1976, at the Shamrock Hilton. They conferred with Ralph White, Program Specialist for the Hearing Impaired Program, Texas Rehabilitation Commission, Austin, local convention chairmen, and with other local committee people. O'Rourke also set up a local committee to handle the SIGN certification workshop to be held during the NAD convention.

On October 28, O'Rourke traveled from Houston to Fort Worth to meet with the Board of Tarrant County Services for the Hearing Impaired (TCSHI). O'Rourke was reappointed to a one-year term on the Services' Advisory Board in May.

Medina To Hold Utah Workshop

Assistant Director Timothy F. Medina will conduct a two-day intensive training workshop at the Utah Schools for the Deaf and Blind, Ogden, December 11-12. Plans are being formulated to set up a workshop focusing on developing and improving receptive and expressive skills for six professionals from USDB.

NOVEMBER 1975

REVIEW: Signing Exact English, Revised and Enlarged by Gerilee Gustason, Donna Pftzing and Esther Zawolkow. Illustrations by Carolyn B. Norris.

Background

In January 1969, a group of deaf individuals, parents of deaf children, children of deaf parents, teachers of the deaf and interpreters met in southern California to become the first organized venture in Seeing Essential English. From this group developed three published systems: Seeing Essential English by David Anthony, Linguistics of Visual English by Dennis Wampler and Signing Exact English.

As was pointed out in the winter 1974-75 issue of **Gallaudet Today**, "the main concern of the original group was the consistent, logical, rational and practical development of signs to represent as specifically as possible the basic essentials of the English language. This concern sprang from the experience of all present with the poor English skills of many deaf students, and the desire for an easier, more successful way of developing mastery of English in a far greater number of such students." (Gustason, 1975)

This 1975 SIGNING EXACT ENGLISH Revised and Enlarged text is a completely revised combined edition of SEE (1972) and SEE Supplement I (1973) and Supplement II (1975). SIGNING EXACT ENGLISH is out of print and will not be reprinted. SEE Supplement I is still available in limited quantities but will not be reprinted. SEE Supplement II is new and now available. It contains 735 new signs in a 156-page text, and is for people with the first two texts.

This 1975 SEE text contains the 1972 edition and the two supplements and the manual alphabet. This text con-

tains 3500 signs, some of which are traditional signs and many are new signs with additional functional morphemes. SEE has 416 pages and a plasticized cover. It has an alphabetical index with the vocabulary grouped in "families" for easy reference.

Hand drawn illustrations are used to aid in understanding how a sign is made. In the selection of any given sign the authors have drawn upon existing signs whenever possible in consultation with native signers and professionals working with deaf adults and children, and checked many existing books of signs to determine what, if anything, already exists. A few signs differ from those in the first two volumes. A bibliography on books and articles concerning signs is included.

The authors would like to see teachers of deaf children trained in both American Sign Language (Ameslan, ASL) and SEE who could combine or otherwise utilize the two in and out of the classroom in a variety of ways to enrich the language experiences of the students.

The authors consider SEE a teaching tool (for both young children and for older students of English as a second language), a means of manual expression for those who are speaking English, and an introduction to the richness and variety of signs for parents of deaf children.

Cathy Thomas Joins CSP Staff

The Communicative Skills Program has a new Project Secretary. She is Cathy D. Thomas, 22, who graduated from James Wood High School, Winchester, Virginia, in 1971. After graduation, Cathy attended Shenandoah College and Conservatory of Music, also in Winchester, where she majored in Secretarial Science during 1971-1972.

- Yes, I want _____ copy(ies) of SEE Supplement II. For each copy of my SEE Supplement II find my check for \$5.00 (includes \$4.50 for text, 50c for postage). This is a new text for people with the first two texts. For those who do not have the first two texts but want all three texts in one (1972 SEE edition, Supplements I and II) order below.
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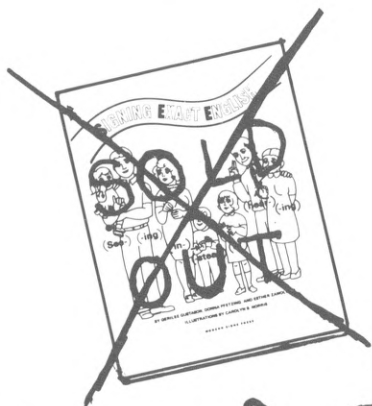
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NATIONAL ASSOCIATION of the DEAF

Jess M. Smith, President

Charles C. Estes, Secretary-Treasurer

Frederick C. Schreiber, Executive Secretary

N.A.D. President's Message

Jess M. Smith, President

5125 Radnor Road
Indianapolis, Indiana 46226



We have received a few progress reports from NAD committees but need more—and preferably from all chairmen. Once a charge has been given to a committee, the chairman has the ball. He is also free to add members to his committee. If he feels that his committee needs clarification of charges or assistance, he should say so. The NAD, as do other organizations, probably has too many committees serving no definite purpose. New committees also possibly need to be activated.

Committee reports at conventions can be lengthy and elaborate. Some may be brief and to the point. More meaningful, however, are the work and accomplishments—recommendations that have significance and which are implemented.

* * *

Regional meetings are on the upgrade. Region I had a weekend program in Philadelphia in October. Region II is planning for a full agenda the first weekend in December with Chicago the site. Distances and cost are formidable obstacles in Regions III and IV, but in time such problems can and should be resolved.

A report on the Region I meeting will appear in the December issue, with a summary of the Region II conference to follow in January.

* * *

The Vernon-Estes article in this issue, "Deaf Leadership and Political Action," is a revealing summary which contains indictments that hit home. We got quite a jolt; we expect others to be jolted—and perhaps riled.

All in all, the article serves a needed purpose.

* * *

FULTON TONTINE TO MEET IN HOUSTON—During the summer of 1956, representatives from state associations of the deaf met in Fulton, Missouri, to work on reorganization of the National Association of the Deaf. Framework of a new set of bylaws was agreed upon. A report was made to the 1957 NAD Convention in St. Louis. In 1960, at the Dallas Convention, the new bylaws were in effect, having been ratified by the specified number of state associations. At the 1974 NAD Convention in Seattle, a small group of participants in the historic Fulton meeting and their spouses) got together for a breakfast.

At the breakfast, it was agreed to form the "Fulton Tontine,"

NOVEMBER 1975

with meetings to be held during subsequent NAD conventions until none of the surviving participants was in attendance. Mervin D. Garretson will be master of ceremonies at the 1976 meeting of the Fulton Tontine in Houston. Gordon L. Allen has agreed to serve as historian and to make a report on the living participants.

* * *

THE DEAF AMERICAN can be considered the lifeblood of the NAD for many purposes. The same is true of newsletters of the state associations. These publications rise and fall; they range from superb to mediocre; like the DA, they do not always have the circulation they should.

We find the newsletters that come our way full of tidbits and helpful in gauging the activities of state associations. We fully realize that all too often the load falls on a few dedicated individuals to assure continuity of publication.

The Committee on Services to State Associations made a survey over a year ago, one question in which related to state newsletters. We would like very much to publish the complete list. Better still, we will push for an exhibit of outstanding issues of each newsletter at our forthcoming NAD Convention in Houston.

CALL TO CONVENTION

Under authority, vested in me by the Bylaws of the National Association of the Deaf, Article VI, Section 3a, I hereby issue this official

Call To Convention

to all Representatives of Cooperating Member associations and individual members in good standing of the National Association of the Deaf.

The 33rd Biennial Convention of the Association will be held in Houston, Texas, beginning on Sunday, July 4, 1976, and ending on Saturday, July 10, 1976. Headquarters will be at the Shamrock Hilton Hotel.

Business will be transacted by the General Assembly and the Council of Representatives as prescribed in the Bylaws. Election of officers will be held on the final day of the convention.

Copies of the NAD Bylaws and information about the convention may be obtained from the NAD Home Office, 814 Thayer Avenue, Silver Spring, Maryland 20910.

Jess M. Smith, President
National Association of the Deaf

November 10, 1975

Watch THE DEAF AMERICAN for announcements regarding schedules, program, hotel accommodations and other details.

HOME OFFICE NOTES

By Frederick C. Schreiber



With this issue, THE DEAF AMERICAN has a "new look." The efforts of Editor Smith to seek continual improvement in this respect, we hope, will pay off. But whether it does or not—the change serves to reaffirm the continued effort of the NAD for self-improvement.

As reported last month, October was a hectic month. Looking back we note that the meeting on October 1, 2 and 3 at the University of Maryland was cut to Wednesday evening and Thursday. This meeting related to Section 503, better known as the Federal Affirmative Action Program. It should be well-known by now that under Federal law, any business that has Federal government contracts of \$2,500 or more must have a positive program for hiring the handicapped. Because of this—any deaf person who has applied for a job and failed to get it, should contact the Home Office. While we may not be able to help—if the company doing the rejecting is a government contractor, we will be happy to "make waves." Similarly, if you know of other handicapped people who may have experienced such rejection—tell them to contact us, too. We are geared for action here.

Having a "free day" due to the cancellation of the October 3 meeting, the Executive Secretary took off for Cleveland and the Ohio Association of the Deaf's convention. Main purpose was to discuss the NAD role in Ohio's legal problems. Accompanying the Executive Secretary was his son, Steve, who is a law student at the University of Maryland and who started his internship at the National Center for Law and the Deaf on November 18. Much progress was made in clearing up misunderstandings and opening better lines of communications with Ohio's Ad Hoc Committee.

October 6 saw another meeting on Affirmative Action, this time with the President's Committee on Employment of the Handicapped in Washington. The NAD is fortunate in having good friends on the President's Committee including the boss, Bernard Posner, but especially Diane Lattin and Muriel Horton. Muriel is deaf so that explains some of our successes. This was followed by the October 9 meeting with Dr. Andrew S. Adams of Rehabilitation Services Administration.

A report of that meeting is printed elsewhere but in essence the Council expressed concern that not only are programs for the hearing impaired not getting their proportionate share of the rehabilitation dollar but were steadily losing ground and being cut back. Concern also centered on the fact that the expertise of the Office of Deafness and Communicative Disorders was not being utilized in evaluating proposals to RSA in the area of deafness. We are pleased to report that some progress has been made in both areas now.

Next was Cincinnati and the National Rehabilitation Association convention. But first there was a board meeting of the American Coalition of Citizens With Disabilities. The Executive Secretary is first vice president of the ACCD. Among the more important aspects of that meeting were: 1) The election of NAD Secretary Charles Estes to fill a vacancy on that Board; 2) The request that the NAD assist the ACCD in getting volunteers for their office and the agreement that if volunteers could not be obtained, the ACCD would move to Halex House; 3) the Executive Secretary as first vice president will plan the next "Delegate Council" which will probably be in May 1976.

The NRA meeting itself was fine. While deafness was not on the main program, there were interpreters available for all sections and there were several sessions on topics related to

deafness. Covering it all were the interpreters "singing along" at the banquet. One sour note was the feeling that Cincinnati's hotels were not too well equipped for our 1980 NAD convention. However, we are hopeful that improvements will be made so we can really celebrate our 100th Anniversary in style.

October 25 found the Executive Secretary and Communicative Skills Program Director Terrence O'Rourke in Houston working on the 1976 convention. Agreement was reached on a \$50 combination ticket. But for the first time in NAD history, we will offer a \$45 combination ticket price for people who preregister. This is close to what was charged in Seattle and is a major effort at keeping prices down by strict economy. If we can get a heavy preregistration, we will save by eliminating a lot of the waste that results from not knowing how many people to expect.

There will also be four workshops—one for sign language teachers, one on the deaf-blind, one for rehabilitation counselors and community leaders on the Model State Plan and the fourth for parents, professionals—especially teachers and counselors to get with it.

From Houston it was New York City and the Deafness Research Training Center where a lot of ground was covered on future programs.

The Executive Secretary spoke to DRTC's M.A. class on November 5, coming directly from West Virginia where he presented the viewpoint of the deaf consumer to the state agency heads in Charleston. Among the points presented were the need for legislation to make hearing tests for newborn babies mandatory as part of an early identification program, as well as the need for a West Virginia Commission on the Deaf.

In the meantime we have other activities. We have completed the mailing of the Directory of Services for the Deaf to 2200 libraries and included some HEW pamphlets as well as our new publication list. We initiated an expanded program of merchandising and are trying to add more clocks and wake up devices to our stocks since we have run out of Lamp-liters and are running out of the \$15.00 Moonbeams. Working with the IAPD, we discussed with a manufacturer from Taiwan the addition of "sign language" to its "Wise Guy" toy. The IAPD will be selling this item at \$13.95, but the sign language items will later be offered on the open market wherever the "Wise Guy" toy is sold.

To keep busy we also filed a request for a change in our WFD grant to increase the Federal share of the cost by \$30,000. In effect, this would mean the NAD would pay \$170,000 for the Congress while the Government would come up with \$131,000. We also completed our Captioned Films contract for a \$7,000 balance. Then we filed a final report for the Department of Commerce on our \$5,000 grant for interpreters for the Congress. We also finally traced our indirect cost adjustment claim and expect an additional \$14,000 from that source. So we are doing O.K., moneywise at least.

The improved finances has enabled us to start a project that was planned ever since we first bought Halex House. This was to create a new entrance to the stock room from outside the building. It will cost us \$1,000 to do this but in so doing will ease deliveries of books and supplies into the building as well as our own shipping since we will no longer need to lug boxes up and down the stairs. It also will mean that the ground level at least will be barrier free for our friends in wheelchairs. While only the ground floor will be accessible, we have one-third of the building usable.

Other actions included a meeting on the 1976 Forum in Indianapolis which will be sponsored by the NAD and directed by President Smith, President-elect Garretson and Board Member Gary Olsen; a draft of a proposed reorganized COSD which we hope to submit to RSA and several meetings with Assistant Commissioner Usdane on RSA-supported projects in the area of deafness.

**NATIONAL ASSOCIATION
OF THE DEAF
Contributions to Building Fund
(Halex House)**

Mr. and Mrs. Herbert Dannis	\$15.00
Melinda K. Moore	5.00
Dr. and Mrs. L. Deno Reed and Andrea Mia (In memory of Mrs. Laura Turechek)	10.00
Terry R. Wright (In memory of Dorothy Brizendine)	15.00
Terry R. Wright (In memory of Mary Chandler)	15.00
Terry R. Wright (In memory of Carl Higgins)	15.00

Increased Payments

Marjorie Clere	\$240.00
Harold Smalley	36.00

**NATIONAL ASSOCIATION
OF THE DEAF
New Members**

Carol Jo Alder	Michigan
Gloria L. Anderson	Connecticut
Shirley B. Bowden	Ohio
Ross Briles	California
Robert B. Corbett	Maryland
Mrs. Jane E. Cunningham	Washington
Mr. and Mrs. Herbert Dannis	Maryland
Rita M. Davis	Minnesota
Marian G. Donally	Washington
George Bert Dunfee	Pennsylvania
Anita Fernandez-Low	California
Mr. and Mrs. Merle J. Foley	Maryland
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The Richard Fox Family	Pennsylvania
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Jim and Kathleen J. Keller	Arizona
Mary Korhase	Oklahoma
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Judi Ljwowski	Pennsylvania
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Mrs. June Munro	California
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Paul McComb	Nevada
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814 Thayer Avenue
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**Minutes
RSA Advisory Council Meeting**

October 9, 1975

Present: Andrew S. Adams, Edna P. Adler, Robert Bates, Charlotte Coffield, Connie Gant, James Garrett, Harry Hall, Charles Hill, Jerald Jordan, Nancy Kowalski (interpreter), Mary Ann Locke, Terrence J. O'Rourke, Albert T. Pimentel, Rex Purvis, L. Deno Reed, O. E. Reece, Frederick C. Schreiber, Frank Sullivan, Angela K. Thames (recorder), Richard E. Thompson, William Usdane and Boyce R. Williams.

The meeting was opened at 2:14 p.m. by Chairman Schreiber with a request for comments and questions on the minutes of the last meeting. Mr. Hill made reference to a statement made by Dr. Reece which was not mentioned in the minutes. Dr. Reece then made a restatement of the appeal to Dr. Adams asking that RSA not stop supporting programs for the deaf when the states are just beginning to serve the deaf population better. With the economy in its present state, this is a crucial time to withdraw support.

Mr. Pimentel suggested the omission be added to the minutes.

Ms. Gant then referred to page three of the minutes which contained a discussion on hearing tests for the blind and visual tests for the deaf both becoming a regulation. A commitment was secured to have visual tests for the deaf in the regulations (Federal) but the previous minutes do not reflect it.

Dr. Adams stated that his commitment was to explore that area.

Dr. Usdane stated that the regulations were published in the Federal Register but RSA would have to wait and see what kind of feedback it would get. This also has to be followed up with Harold Shay.

Dr. Adams stated that he definitely wanted to follow up and be personally involved.

Dr. Reece stated that reference would not be made to the regulations but to the guidelines. The committee recommendations would be covered in the guidelines but not have protection under law.

Dr. Adams stated that he felt committed to push concepts, regulations and guidelines.

**Funding Deaf and Hearing-
Impaired Programs**

Chairman Schreiber explained that the committee cannot associate the present 50% cuts in deaf programs as an improvement. RT-17 was cut 40%, University of Illinois 60%, CSUN 40%, Oregon College of Education 50%. With the unemployment rates so high, these cuts are occurring at a most crucial time. Why?

Dr. Garrett responded by saying that

the RT-17 basic grant was and is \$250,000. There were no changes made in the basic appropriation. Three years ago, RT-17 requested funds for a three-year project aimed at the inner city deaf of New York City. The only commitment made was for the \$250,000 but supplemental funds did become available on a one-year-at-a-time basis for the inner city project. Now there is no supplemental money for this project but the basic RT-17 grant is the same with no cut. Dr. Schein was told that if he had projects for R&D for 1976, they would be considered. Previously, the bulk of the supplemental money was in that one project. PRWAD was funded with supplemental money.

Dr. Reece explained that technically RT-17 has not experienced a cut but the amount of money received was 40% less than last year. The main concern is not cuts but the amount of money RT-17 has to work with. It serves one of the largest populations but gets the smallest amount of money of the 19 RT centers.

Dr. Garrett stated that the basic grant for the 19 RT centers is \$10,341,000 and the only way to get more funds is if someone didn't spend all the money from the previous year. To increase the basic appropriation, the deaf must act politically. That's why RT-17 is not RT-1.

Mr. Sullivan expressed a concern about the deaf program at the University of Illinois which was cut. He asked if indiscriminate cuts were made or if each program was examined first. He stated that there are approximately 3.5 million deaf persons in the Midwest area alone which should be a consideration.

Dr. Usdane explained that in accordance with the VR Act of 1973, a Peer Review Group was developed and consists of persons from across the country with the knowledge and ability to access the area of deafness. This group is also made up of state directors of vocational rehabilitation agencies. Any cuts from the Central Office had to be made by the Peer Review Group for that region. This will be investigated and reported back to the committee.

Dr. Reece stated that he reviewed 3 of 11 training grants submitted to RSA. There was only \$800,000 available and \$1,300,000 in requests. There were no 100% cuts made. OCE's previous level of funding was \$99,000 but they requested \$203,000. They received a \$5-6,000 increase over the previous year's funding instead of what was asked for. All of the grants reviewed were refunded at the same level or higher; however, there is still a need for more resources in this area.

Mr. Purvis stated that the deaf programs were never funded at the level

they should have been to get the job done. In addition, there is much misunderstanding and a lack of understanding by first line supervisors in the area of VR. A great need exists for training programs for hearing supervisors and administrators in the whole VR industry to familiarize them with deafness.

Mr. Pimentel remarked that a commitment should be made in the guidelines for a viable program on deafness to be made available to state VR supervisors and administrators.

Mr. O'Rourke asked if a chart or report could be obtained from the training people to indicate what and how much funding was available and where it was appropriated so the committee does not have to rely on hearsay.

Dr. Adams stated that the information would be obtained.

Dr. Usdane suggested that subcommittee be formed addressing itself to training needs and obtaining this kind of information. Mr. Schreiber said the committee would consider it.

Dr. Reece endorsed Mr. Purvis' statement about getting state VR people motivated to serving the deaf and expressed a deep concern for the upcoming Las Cruces meeting, April 20-22, 1976. This meeting will be funded jointly by RSA and the Office of Education, which strongly advocates mainstreaming. OE is already trying to avoid setting up programs for the deaf. Mainstreaming is acceptable only when the handicapped child can conform to it readily. It would be a serious mistake to let mainstreaming take precedence. Dr. Usdane will follow up.

Mr. Bates asked about the status of the COSD grant.

Dr. Reed responded by stating that the proposal did not represent the discussion at the last meeting about present strategies. Therefore, it must be redeveloped to relate to what we want it to do.

Manpower

Mr. Pimentel felt that there has been very little change in responsibility and manpower through the years in the Office of Deafness and Communicative Disorders (ODCD). It should be structured within RSA to get a routine flow of information relating to deafness. If this was done, the deaf could be more politically inclined. This committee should be utilized to restructure ODCD to make it more useful to deaf consumers, state and regional people. A Model Federal Plan was suggested to accompany the Model State Plan. ODCD is also understaffed. The suggestion was made for the committee to offer for consideration a new structure for ODCD and that more people be assigned to the office after restructuring.

Dr. Adams replied that any information requested by ODCD would be given. Not clear where the breakdown is.

The question of staffing—we did manage to maintain the office of the deaf but only with no additional personnel. There is no place we can shift personnel from except maybe through a college program utilizing students. Civil Service personnel are not available. Nothing can be done about structure because that involves union consideration as well as Civil Service structure. RSA is interested in what services and information you think should come out of that office. More importantly, this committee should look upon the entire RSA staff as your people. Perhaps a subgroup can be formed to study how the office of the deaf and other offices can better serve the deaf.

Mr. Pimentel brought up the fact that the states are appointing state coordinators for the deaf independently because they see a need in carrying out programs for the deaf. RSA should respond to state needs as the states see them. The ODCD should also serve as program office for training grants. Presently, their knowledge of training is not being utilized.

The Office of Deafness and Communicative Disorders is being reorganized and placed under an assistant commis-

sioner who will report to Dr. Adams. The office will become part of the Division of Special Populations. The implementation of Reorganization will be available within the next month. No major changes.

Dr. Reece pointed out that the council plays a dual role, in that it advises the Commissioner of what is taking place in the field and then advises those in the field what is being done at the government level.

Dr. Adams stated that in the future a VR director, Steve Cornett of Region 4, will attend the Advisory Council meetings and represent the other VR regions.

The Forum will be held March 23-26, 1976, in Indianapolis, Indiana. The next Advisory Council meeting will be held Wednesday, January 14, 2-4 p.m.

Dr. Adams stated that he is trying to organize a Consumer Input System to RSA. This committee is a beginning model and the only group to meet with him in such a capacity. The CIS would consist of representatives from various agencies representing the consumer.

The meeting was adjourned at 4:15 p.m.

Letters To Be Shared

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October 15, 1975

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This letter is not a rejection or a cancellation of an application but rather simply to inform you we will not be sending you the rate quotation you requested. Colonial Penn Insurance Company has adopted this procedure of determining eligibility **before** a motorist makes a formal application. In this

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Thank you again for considering us. We do hope that we may at some time be of service to you.
Sincerely yours,

/S/ D. L. Hottinger
Underwriting Manager
New Enrollments

* * *

October 20, 1975

Mr. D. L. Hottinger
Underwriting Manager
Colonial Penn Insurance Co.
5 Penn Center Plaza
Philadelphia, Pa. 19103

Dear Mr. Hottinger:

I have your letter of October 15, 1975, informing me that your company cannot quote me low rates because of my deafness, indicating deafness can affect the safe operation of a motor vehicle.

Apparently you failed to check with the National Safety Council on the deaf driver's safety record.

Records I have in my files prove the deaf driver far safer than the normal

hearing driver. There are THOUSANDS of deaf drivers right now with a minimum of accidents, as compared to the normal driver. Police officers all over the country now have more confidence in the deaf driver.

Many people with excellent hearing often say you normal people CANNOT hear the siren, horn or other noise behind you when you have all your windows closed, the air conditioning and radio on. So what's the difference? The answer is the deaf are more alert, use their eyes; you depend chiefly on your ears.

My records prove:

1. In Kentucky a deaf driver has never been called for a hearing for revocation of driver's license.

2. There are more than 2,000 licensed drivers in Wisconsin with impaired hearing. It was found they had very little accident involvement and that no deaf person had been involved in a fatal accident.

3. Virginia had 127,162 drivers involved in accidents and only 111 were reported to have defective hearing. The records failed to show deafness contributed to the accidents reported.

4. In Pennsylvania, your home state, during a 10-year span, no deaf driver has been involved in an accident in which anyone was even hurt.

5. In Michigan a deaf teenager has not appeared in the teenage traffic courts for years.

6. The National Association of the Deaf disclosed that drivers who were not deaf had four times as many accidents per year as deaf drivers.

7. Judge Sherman G. Finesilver of Denver, Colo., comes to the defense of the deaf driver, saying that the handicap of deafness need not impair driving because the deaf driver at present is enjoying a very high safety record.

From this substantial amount of evidence, it is apparent that deaf drivers generally enjoy fine driving records. Deaf drivers appear to be involved in only one accident out of thousands.

I, for one, have driven an uninsured automobile for many years without an accident charged to me. When I moved to Florida upon retirement, I complied with state law which makes it compulsory for all drivers to have liability insurance. For your information, the Florida Pinellas County Chapter of the National Safety Council awarded me a certificate for passing its strict Defensive Driving Course.

So, by your policy and your ignorance, you are penalizing the world's safest drivers by refusing to quote your low rates for years of accident-free driving.

Sincerely yours,

/s/ W. H. Woods, Sr.

Copy to: Editor, DEAF AMERICAN
National Association of the Deaf

to these offices who are so wrapped up in the narrow preoccupation with a particular finger that they seem to be perfectly willing to lose the entire hand and in fact to let the entire body die? I pray that we have not. I think that we have not. I think that the people who represent us are for the most part, capable of sitting down together, acting and thinking, as though no organizations existed, and proceed to design and build a minimal number of formal organizations that would unify our energies and pool our resources to the extent that hearing impaired individuals would receive proper services and organizational members would be more involved in the activities of their special interest group.

I am a little tired of hearing, "The membership doesn't want to do this," when I can't find a member who has ever been asked. I feel that our leaders can no longer blame us, the general membership, for the lack of cooperation and dynamic program planning. I think that we, the "man on the street" members, are more than willing to save money and time and to unite our efforts. It is up to our leaders to offer us one or two or three possible alternates to meet the stated needs and allow us to vote for the one that we feel is more desirable.

We all seem to be afraid of merger. I am even more concerned about survival. I am willing to work and contribute to such an effort. I think that most of the members of all these agencies or organizations are also willing.

Who will take the lead in calling for such a meeting? I don't know, but it would seem logical that, since we profess our only concern to be people with hearing problems, the NAD would be the appropriate organization to call such a meeting. But the important question is what needs to be done and how. After we know what we need, we can decide who best can do it.

I pledge my full support for such an effort.

S/J. Rex Purvis

Dear Leader in the Area of Deafness:

If recent history has taught us anything it is probably that the world of deafness and hearing impairment is probably too small to continue to support all of our various splinter groups. Neither the government (people in general) nor people in the area of hearing impairment in particular are able or willing to continue to support organizations that history predicts will not be viable three to five years from now.

Before someone accuses me of being anti-organization, please understand that I am a long time member of the NAD, RID, PRWAD, IAPD, VAD and several others focusing on rehabilitation in general and hearing impairment in particular. I am on the Virginia Interpreter Certification Committee and am chairman of the State Coordinators of Rehabilitation Services with deaf people under PRWAD. Virginia Vocational Rehabilitation pays interpreters a sliding salary based upon RID certification.

The point is that I am a member; I am supportive of organized efforts to secure for deaf people appropriate governmental assistance to enable deaf people to get an equal break as much as possible. I am not, however, in fa-

vor of any organization for the sake of the organization independent of its functioning and productivity in terms of equal quality of life for hearing impaired individuals.

I am not in favor of continuing any organization simply to assure myself or someone else of some claim to fame by virtue of holding an office in that organization.

For a few years something has bothered me, while money seemed to be plentiful and endless we seemed to survive as splinter groups, but I am not sure that we can forever afford the luxury of such provincialism or egoism or whatever is at the roots of this lack of togetherness that I think is mandatory, not only to provide the best services for hearing impaired people, but also for the very survival of government and general support of special services with hearing impaired individuals.

The purpose of this open letter is to challenge the officers and the boards of the various organizations to sit together and take off their blinders and look at this whole thing from the standpoint of what is better or best for hearing impaired people. Whatever is best for hearing impaired individuals must also be best for professionals and for the whole area. Have we elected people

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News From Gallaudet College

Fall Semester Off To A Good Start

Total enrollment at Gallaudet this fall is 1,213. Of that number 532 are men and 681 are women. New students number 251. In addition, 11 hearing undergraduates have registered for one semester. Gallaudet currently has students from 49 states and 22 foreign countries.

This semester marks the beginning of several new programs at Gallaudet. The Graduate School has introduced a doctoral program leading to a Ph.D. degree, the first to be offered anywhere in special education administration focusing on deafness. So far five students are enrolled.

Two other new programs are available on the graduate level as well: one leading to either the master of arts degree or a special certificate in education of the multiply handicapped hearing impaired and a second, a rehabilitation counselor education training program, leading to the master of arts degree.

A new major, American Studies, can now be elected by undergraduate students, who have a choice of 27 areas of study leading to either a B.A. or B.S. degree.

The new faculty members are Timothy Adams, instructor in the Tutorial Center; Dr. Angelina Breaux, associate professor, home economics; Dr. Patricia G. Chandler, assistant professor, English; Dr. Rochelle Convey, assistant professor, educational technology; Dr. John Cowan, assistant professor of counseling (Graduate School faculty); Dr. James Fernandes, instructor, audiology and speech; Carole Frankel, instructor, Romance languages; Dr. Frederic Gooding, Jr., assistant professor, mathematics; Jenny Henderson, instructor, Romance languages; Dr. Robert E. Huitt, assistant professor of sociology; Dr. Edgar H. Shroyer, assistant professor, education (Graduate School faculty); Robert Swasey, instructor, drama; Dr. Walter Trafton, Jr., assistant professor, chemistry; and Dr. Jerry K. Ward, assistant professor, educational technology. One-year appointments went to Todd Berry, instructor, business administration; Tom Humphries, instructor, English; Barbara Pomeroy, instructor, physical education; and Paul Walla, assistant, Tutorial Center. In addition, Catherine Moses was appointed part-time assistant professor of sociology and social work.

Center For Law And The Deaf Established

The Center for Law and the Deaf (CLD), a joint venture of Gallaudet College and the National Law Center of George Washington University, has been established to provide legal representation, legal services and legal education opportunities to the deaf and hearing impaired community. The Center, funded by a grant from the Office of Education of the United States Department of Health, Education, and Welfare, will directly serve deaf and hearing impaired individuals in the Metropolitan Washington, D.C., area and will also serve as a pilot project and model for

other communities and educational institutions across the country.

The Center's legal counseling clinic opened October 3, 1975, and took on 12 cases in its first day of operations. Located on the Gallaudet campus, the clinic will be open every Friday from 2:30-6:30 p.m. and will be staffed by law students working under the direction of Law Center attorneys. Glenn Goldberg is the executive director of the Center and Sy DuBow is the legal director. A program coordinator has not yet been selected.

Chapel Hall Changing Dramatically

Chapel Hall, a national historic landmark on the Gallaudet College campus, is taking on dramatic new look—"The Look of Sound." The exhibit, composed of eight modular cubicles incorporating graphics, audiovisuals and audience participation experiences, is now nearing completion. Thousands of people from all over the world with questions

about the College, its programs, hearing and deafness visit Gallaudet each year. With the completion of "The Look of Sound," an exciting visual presentation of the story of deafness will be available to them in Chapel Hall. An official opening of the permanent exhibit or Presentation Center, is being planned for December 10.

Meetings And Workshops Held At Gallaudet

Among the many meetings and workshops hosted by Gallaudet this past spring and summer were a Conference on Insurance Problems Among Deaf Persons, April 16-17; a Workshop on Deaf-Blindness, June 17-19; an Institute on Manual English, June 30-July 13; and two Learning Vacations, July 8-17 and 21-30.

Co-sponsored by Public Service Programs at Gallaudet and the National Association of the Deaf, the Insurance Conference pointed to the discrimination deaf people face in obtaining insurance and made recommendations for gathering and disseminating data to convince the insurance industry that deaf people are good risks and for aiding deaf persons in becoming more knowledgeable about insurance.

The Workshop on Deaf-Blindness, entitled "Getting It All Together," was sponsored by Gallaudet's Public Service Programs and coordinated by Art Roehrig, himself deaf-blind and a specialist in deaf-blindness. One of the highlights of the workshop was a session during which several deaf-blind individuals spoke

about their personal experiences, of wanting to be successful not as handicapped people, but simply as people. Among the resources for the deaf-blind was a new braille teletypewriter which was demonstrated during the Workshop.

The Institute on Manual English was sponsored by the Department of Education of the Graduate School at Gallaudet. The topics discussed included problems of standardizing manual English, the linguistics of visual English, Seeing Essential English and Signing Exact English.

The successful Learning Vacation of the summer of 1974 was followed by two sessions this past summer. Sponsored by Gallaudet's Center for Continuing Education and Kendall Demonstration Elementary School, the first session was for families with deaf children from two to six, the second, with children from seven to 11. Parents, and both their deaf and hearing children participated in the workshops where answers to vital questions concerning communication and education were sought.

Awards For Gallaudet Publications

Two 1975 EDPRESS Awards for Excellence in Educational Journalism were received by Gallaudet publications. The Spring 1974 special "Women and Deafness" issue of **Gallaudet Today** won an award for excellence as a one-theme issue, and the annual report, "Earning the Right to Serve," Summer 1974, won an award for excellence in special pub-

lications.

In addition **Gallaudet Today** was awarded second place for alumni magazines in The Nation's Schools and Colleges annual publication competition. "Earning the Right to Serve" received an honorable mention in the annual report category of the same competition.

Appointments

Al Pimentel, director of Public Service Programs at Gallaudet, has taken on a new role as Assistant to the President for Public Service. His new responsibilities include planning and managing the activities of the President of Gallaudet in developing a broader public role for himself. Pimentel, a 1957 graduate of Gallaudet, is also the leader of a staff team composed of the Director of Development and the Director of Alumni and Public Relations.

Polly Mead has been named the new director of planning at Gallaudet. Her responsibilities will include long-range planning, institutional research budget development and assisting the president of Gallaudet in developing college-wide policies and priorities. Prior to coming to Gallaudet, Mead had had 10 years of experience in planning and management development. She had worked for the Bureau of Education for the Handicapped and the Bureau of Higher Education at the United States Office of Education and, more recently, as a private consultant to a variety of institutions including Gallaudet's Model Secondary School for the Deaf. Mead assumed her new responsibilities on October 6.

Two Deaths In The Family

Margaret Wafter Elstad died July 27 in Savannah, Ga., at the age of 79. Mrs. Elstad was the wife of Dr. Leonard M. Elstad, president emeritus of Gallaudet. She and Dr. Elstad had moved to Savannah a year ago. Once a teacher at Gallaudet, where she met her husband who was also a teacher at the time, Mrs. Elstad served as the official hostess for the College during the 24 years Dr. Elstad was president of Gallaudet. She was also active in community affairs and served as president of the YMCA in Washington, D.C., and as a member of the women's board of George Washington University Hospital.

Dr. Peter Fine, director of Medical Services at Gallaudet, died September 20 at the Washington Hospital center after a long and difficult illness. Editor of the book, **Deafness in Infancy and Early Childhood**, Dr. Fine had become deaf at the age of 35 as a result of an operation for hearing nerve tumors. With an M.D. degree from the University of Pennsylvania, he had practiced pediatrics in New York City at the Montefiore Hospital and Medical Center and taught at the Albert Einstein College of Medicine of Yeshiva University before coming to Gallaudet. On October 15, the Board of Directors of Gallaudet College passed a resolution expressing its gratitude to Dr. Fine's family for his service and commitment to the College and for his efforts to make the medical profession more aware of the handicap of deafness.

International Meetings

The summer of 1975 was punctuated by several International meetings of special interest to the deaf community. In his remarks at the convocation beginning the fall semester at Gallaudet, Dr. Edward C. Merrill, Jr., president of the College, spoke of the outcome of two of those meetings—the VIIth World Congress of the World Federation of the Deaf in Washington, D.C., July 31-August 8, and the International Congress on Education of the Deaf in Tokyo, August 25-29. Dr. Merrill pointed to the emergence of real deaf leadership and the arrival of the deaf professional worker. The meetings, he said, also clearly demonstrated that education is the key to the future of deaf people.

During the VIIth World Congress, Gallaudet College had the honor of receiving two International Solidarity Merit Awards from the World Federation of the Deaf. One award was for the College and one was a memorial award for Dr. Powrie V. Doctor, former faculty member and unofficial world ambassador on deafness.

The Quota International Convention was held in Honolulu, Hawaii, July 12-19. The major service project of Quota, an organization of executive professional and business women, is "Shatter Silence," a program designed to aid hearing and speech impaired individuals. During the convention a special "Shatter Silence" room was open to delegates to provide them with opportunities to become better informed about deafness and the role of Gallaudet in the international deaf community. Currently three graduates students attending Gallaudet have fellowships from Quota International.

All three International meetings were well attended by members of the Gallaudet community.

Theatre And The Arts

The first play of the Gallaudet College Theatre season was "The Spider's Web," a mystery thriller by Agatha

Christie. A student production, the play was the second to be produced by the drama majors themselves with members of the drama department serving in an advisory capacity. Senior Catherine Lennon directed, and Jackie Roth and Timothy Johnson were the leading players. "Spider's Web" was presented in the Gallaudet College Auditorium September 26 and 27 and October 3 and 4.

Three additional plays, one of them a children's theatre production, are planned for this season. This past spring marked the beginning of children's theater at Gallaudet with the play, "Hansel and Gretel," which was presented in April to the delight of school children from Washington, D.C., Maryland, and Virginia. According to director/writer/producer Jeff Grandel, the response from schools for hearing children to the play in sign language was particularly enthusiastic. Grandel, who hopes to establish children's theatre on a regular basis in the Washington area, will again take charge of the production "not just for children" next April.

Artist David L. Bloch is exhibiting a selection of his woodcuts, watercolors, book illustrations, and designs for china and playing cards at Gallaudet's Washburn Arts Center October 8-22. A deaf artist born in Bavaria, Bloch was working as a designer for a china manufacturer and studying at the Academy of Applied Arts in Munich, when he was arrested by the Nazis and interned at the Dachau Concentration Camp in 1938. He was later released and fled to Shanghai, where he lived and worked for nine years until he was granted permission to emigrate to the United States in 1949. He has retired after 26 years with Commercial Decal in Mt. Vernon, N.Y., where he worked on the lithographic decoration for a service of china for the White House during the Johnson administration. He now plans to devote more of his time to the fine arts.

Dr. Doin Hicks Assumes Expanded Role As Dean Of Pre-College Programs; Dr. Mervin D. Garretson Named Assistant To Dean

The Office of the President of Gallaudet College has announced a new and expanded role for the Dean of Pre-College Programs. Dr. Doin Hicks, who has served for the past five years in a dual capacity as Dean of Pre-College Programs and Director of the Model Secondary School for the Deaf, will assume additional activities and more extensive roles as Dean. To support the expanded role and responsibilities of the Dean, Dr. Mervin D. Garretson will assume the new position of Assistant to the Dean for Planning and Dissemination.

Foreign News

By YERKER ANDERSSON

Great Britain: A survey of the employment of deaf people in schools for the deaf was recently taken by George Montgomery. A report on survey results has been published in *Hearing* (Vol. 30, No. 3, 1975). In general, it was found that just under half of the schools in Great Britain employed no deaf or other hearing impaired people and about eight per cent had more than three deaf or hard of hearing persons. The majority of schools still believed that deaf, adventitiously deaf or hard of hearing could cope with the duties of teachers, auxiliaries or nursery nurses. (p. 109). Interestingly enough, one of the schools refused to complete the questionnaire by replying:

Dear Sir,

I'm afraid you have misunderstood the function of my Hard of Hearing Units. No deaf people are employed here. They are two units where . . . children are taught by qualified teachers of the deaf. (p. 110).

Romania: The European championship in table tennis was held in Romania. Hungary won the championships both for women and men.

Next World Games for the Deaf will be held in Bucharest in 1977. Mr. Sondergaard, the General Secretary of CISS, has recently visited Romania and has found the arrangements satisfactory although the distances between the places where various events take place are rather inconvenient.

The Romanian Association of the Deaf has announced a new official sign for Romania. In the past there has been 4-5 different signs for Romania. To end this confusion, the association agreed on the following sign: The sign "C" (similar to ours but only the thumb and index fingers are used) moving from the right shoulder down diagonally to the left side as if you had a band over your chest.

Norway: Knut Ove Westbye is the only deaf glider pilot in Norway. Are there any deaf glider pilots in the United States?

Australia: Warren Kramer, a Gallaudet graduate, had a successful art show at a gallery in North Adelaide. Several works were sold.

Belgium: The May issue of the Belgian *Onze Vriend* (No. 5, Vol. 51) was devoted to the 150th anniversary of the Gent School for the Deaf in Gentbrugge. It was founded in 1725 by Father P. J. Triest.

In the same issue there is an article about TTY in the U.S. and a picture of Robert Weitbrecht receiving a honor-

ary degree from Dr. Edward C. Merrill, Jr., president of Gallaudet College.

France: The 3rd European tennis championships were held in Paris last July. Results:

Men's Singles

Ricci Bitti of Italy
Biernaux of Belgium

Women's Singles

Edwards of Great Britain
Baehr of Denmark

Mixed Doubles

Rasquinet/Biernaux, both of Belgium
Baehr/Wenneke, both of Denmark

Women's Doubles

Edwards/Herd, both of Great Britain
Boehr/Frederiksen, both of Denmark

Men's Doubles

Ricci-Bitti/Mamberto, both of Italy
Elmer/Wenneke, both of Denmark
Denmark was the best nation in this area. Five participated in these events.

New world records:

200 mi. Breaststroke—Men, Safonov, USSR, 2.46,5
100 mi. Freestyle—Women, Kane, Great Britain, 1.06,6

These world records and several European records were set during the 2nd European championships in swimming in Hungary.

Future events in Europe:

Badminton—Denmark-Great Britain, Copenhagen—12/5-12/6, 1975
Scandinavian championship in volleyball and table tennis, Stockholm—4/2-4/3, 1976.
Soccer — Denmark-Norway, Copenhagen, 5/29, 1976
Soccer—Denmark-Sweden, Sweden 6/19, 1976

NORWAY—Thorbjørn Sander has been an editor of the Norwegian biweekly *Døves Tidsskrift* for 25 years. In an interview, he claims that the Norwegian magazine for the deaf is the best in Scandinavia and can easily become the largest and best in the world. He asserts that he would be able to produce more photos, paper better quality and better typography. **Comment:** In this area THE DEAF AMERICAN can compete with the Norwegian magazine. But in content area, the German *Deutsche Gehorlosen-Zeitung*, is still better than the Norwegian or other magazines because it has a great variety of contents such as feature articles, foreign news, club news, family news. The Norwegian magazine has only one editor and publishes foreign news irregularly. As far as I know, THE DEAF AMERICAN has the largest regular editorial staff

in the Western hemisphere. However, I believe that none of the existing magazines of the deaf can be "the best or largest in the world"; they cannot be compared just because they are different in quality and quantity. All of the magazines of the deaf are equally useful sources of information.

Copies of the new dictionary of the Norwegian language of signs can be ordered through Norske Døves Landsforbund, Postboks 97, 5001 Bergen, Norway. The price for this dictionary (2 volumes covering 1,200 signs) is 40 Norwegian Kronor.

NEW ZEALAND—Sally Ellis wrote the following:

I agree . . . that deaf teachers are better able to understand deaf pupils and communicate with them better. Since I became totally deaf myself after surgery three and a half years ago, I have found this applies to all areas of life, not only teaching.

She was a trained school teacher before she became deaf. She died while helping in the kitchen of the Auckland Deaf Society. This letter was her last to the **New Zealand Deaf News**.

ICELAND—The XI Scandinavian Youth Camp will be held at Reykholt, July 10-17, 1976.

DENMARK—In the October issue (No. 10, Vol. 85) of *Døvebladet*, Lars Lieth who is a scientist specializing in the study of the language of signs, made an appeal in an editorial to the deaf not to continue the war between oralism and manualism. He is convinced that the war will end in 10 years and oralism will become a thing of the past but he urges the deaf to concentrate on the preparation of a better future for deaf children instead of on the merits of oralism vs. manualism.

SCANDINAVIA—The first Scandinavian Aged Deaf Conference was held in Norway. This conference was attended by 3 Finns, 12 Norwegians, 7 Swedes and 8 Danes. The purposes of the conference were 1) to exchange information about the conditions of the aged deaf in each Scandinavian country and 2) to discuss the establishment of their own local and national organizations. They agreed not to establish their own local or national organizations; they preferred to remain as a group within the existing club of the deaf. They will formally establish a Scandinavian Aged Deaf Association in Finland next year.

FRANCE—*La Voix Du Sourd* is facing a possible bankruptcy. It now appeals its readers to give financial help. It needs at least 15,000 francs (over \$3,000).

Lister Hill Honored By Alabama Association

By SAM B. RITTENBERG

The year was 1951. The scene was one of those political-talk sessions up on Washington's Capitol Hill. A well-known leader in the national health field walked up to President Harry Truman and complained politely but profusely that the Federal Bureau of the Budget wasn't releasing enough funds for health projects in the country.

Well-known for his outspoken talk, Truman wasted no time in telling the complainer where to find an ally for his health projects.

"Now look . . . there is a fellow upon the Hill whose name is Hill," said the President. "I served many years with him in the Senate. He doesn't pay any attention to Presidential budgets. He just busts them.

"No one can conduct a more successful raid on the Federal Treasury than Lister Hill."

The budget raids were for the purpose of health causes in the nation, and such raids were many.

Lister Hill became known as "America's Health Statesman." He guided to passage more than 80 pieces of health legislation during his 46 years in the United States Congress.

And during those years the Hon. Lister Hill sponsored many bills designed to aid the hearing impaired and others such as the mentally retarded.

Noteworthy were three that Senator Hill sponsored and that were enacted:

In 1958—a measure providing for an expanded program of captioned motion picture films for the deaf and partially deaf;

In 1957—Sen. Hill pushed for passage of a bill to encourage and facilitate training of additional teachers of the deaf. This bill authorized needed assis-

tance to deaf children and similar help for adults to assist them in making their full contribution to society;

In 1965—Sen. Hill sponsored Bill 1650 to provide for establishment and operation of a National Technical Institute for the Deaf (NTID), which is now located on the campus of Rochester Institute of Technology for up to 800 hearing-impaired students.

In accepting a plaque from the Alabama Association of the Deaf during its convention in Montgomery last June in recognition of his great interest in the cause of the hearing-impaired, Former Senator Hill said:

"I have always had an unusually keen interest in trying to make life better for those without hearing or who have hearing loss. One of my best friends was the late Helen Keller, blind and deaf Alabamian who achieved distinction despite her handicaps."

Hon. Hill is now leading a quiet life at his home in Montgomery, but is still interested in what goes on in Washington in the way of health legislation.

Cultural Programs

As chairman of the Cultural Committee, I need to have input regarding cultural programs that State Associations are having. The NAD is trying to find out whether or not the Cultural Program should be continued at future NAD conventions. State association presidents or Cultural Program chairmen can help us by writing to me and telling me what your state is doing to cultural-wise.

Mrs. Charlotte Collums
6408 Hawthorne Road
Little Rock, Arkansas 72207



Cathy D. Thomas is the new Communicative Skills Program secretary. She was formerly administrative assistant to Willis J. Mann, in VII World Congress organization. (See article.)



HONORED BY ALABAMA ASSOCIATION—Former United States Senator Lister Hill (left) is accepting an award from the Alabama Association of the Deaf, represented by Sam B. Rittenberg, editor of the AAD Newsletter.

Foster Grandparent Program Shapes Up At Iowa School

By MARGARET M. CONRAD

Although three of the four deaf "Foster Grandparents" have grandchildren of their own to keep them busy, they did not hesitate when invited by Dr. C. J. Giangreco, superintendent of Iowa School for the Deaf, to join the Federally-funded program under the Department of Health, Education and Welfare which is underway in Council Bluffs, Iowa.

The four persons, all over 65 and all graduates of ISD, were the first recruits to the program which it is hoped, will total 65 persons to aid in counselling, tutoring and acting like a real grandparent to the 366 students presently enrolled at the school.

Mrs. Hazel (Holmes) McLaughlin, teacher at the Iowa School for 44 years, was the first to enter the program. She is presently working with kindergartners, 17 in all. She has three grandchildren of her own.

Mrs. Grace (Jordan) Darst assists with rhythm and first grade classes. She has eight grandchildren and two great grandchildren.

Carleton Beers, retired this June from ISD after many years of teaching and counselling, was the third deaf person to sign up for the program. He has a variety of duties ranging from helping in primary hall to driving the bus on trips to parks. His many years as Scoutmaster prepared him well for working with boys of all ages. His children are all home, unmarried.

Mrs. Margaret (Marnette) Conrad had agreed to join the program when it was started August 21, but was delayed until she returned from a trip to the eastern states. She was a registered dietitian with 40 years of hospital experience. She is working with second and third grade "slow learners."

In addition to the four deaf volunteers, 21 hearing persons attended the first in-service program. Among them were retired teachers, office workers, railroad men, farmers and housewives. Mrs. Nancy Meyers, formerly in charge of a nutrition program for the elderly in Rock Island, Illinois, was chosen by the school to administer the program.

"I think the idea is great," she said, "It gets the older person out of the house and makes them feel needed. We will schedule them at hours they will be needed most and also will find it convenient to work. They will have transportation to and from the school, one hot meal, and be given \$1.60 an hour stipend."

Dr. Giangreco was enthusiastic about the program. "Tutoring is one part of the program. Improving skills or just being a friend to the child are other



Carlton Beers, Grace Dart, Margaret Conrad, all Foster Grandparents, with Mrs. Nancy Meyer, director (far right), and the children getting on the program's new 12-passenger Dodge van for an outing.

ways the foster grandparent can help. Patience will be necessary quality. We have quite a few emotionally-disturbed children who need special attention." "Applicants need not worry about not knowing the sign language," he continued. "Special training will be given to them." Plans to have some Foster Grandparents share in the evening hours care was discussed.

Speaking at the in-service meeting, Ms. Jan Wood, psychologist at the school, noted that deaf children need love, understanding and discipline just as the hearing. "Our ultimate goal in disciplining a child is to help him become a self-regulating person," she said. She congratulated the group for accepting the role of Foster Grandparents.

When questioned about the program, Mrs. McLaughlin, who observed her 69th birthday with a party at the school, complete with fancy hat and cake said, "I enjoy the program. It keeps me on the go. Of course, it is different from the teaching I did here." When asked if she felt the children were benefiting from her interaction she said, "I can't tell you now, ask me again in December. All my life has been spent in service to the children here so actually this is just a continuation of my lifework."

Mrs. Darst feels discipline is most important for the young children. She hopes more deaf men and women will enter the program. "We do have fun," she noted, "The children are amusing to watch and really want to learn. At meal time we Foster Grandparents eat together and compare notes."

Mr. Beers also stressed the importance of the program for older deaf persons who can qualify. "You get a feel-

ing of sharing your experience with the children. They need counselling now more than ever before and there are not enough good counselors. "The real need is when the children are out of the classroom."

Mrs. Conrad expressed delight that she had been able to explain subtraction to a third-grader by having him "take away" the red discs she was using to demonstrate a problem. "He did not seem to understand what we were taking away until I had him actually remove the right number of discs. Then he counted again and said, 'I've got it,' and grinned at me. From then on he could do the problems."

Mrs. Conrad and Mrs. Darst accompanied their classes to the Freedom Train in Omaha. Both agreed the trip educational.

At the in-service meeting a surprise letter was read from Mrs. Betty Ford. In the letter Mrs. Ford wrote, "What a pleasure to send greetings to all who have gathered for the tenth anniversary of the Foster Grandparents. Your past achievements, both in your individual efforts and as a group are a real demonstration of our compassionate commitment. Our country is deeply grateful for the contribution the Foster Grandparent Program has made in developing and expanding opportunities for new and significant roles in retirement. This love you share with the countless youth, whose lives you touched will multiply throughout the years to come.

Sincerely,

Betty Ford

The four deaf Foster Grandparents at ISD are sure they know what she meant.



By TOIVO LINDHOLM
4816 Beatty Drive
Riverside, Ca. 92506

Humor



AMONG THE DEAF

This tale was passed by Sheri to her father, Ed Holonya, and passed on to the Conductor of this page:

An inquisitive little boy in a restaurant was watching a group of deaf people at another table nearby, who were gesticulating in signs with their hands. He asked his mother, "Can they hear?" "No, my dear."

"Mama, can they laugh? Do they laugh with their mouths or their hands?"

* * *

This came from Francis C. Higgins, Gallaudet: Many years ago while I was teaching in the Kentucky School for the Deaf, it was the custom for some of the teachers to serve as a study hall monitor in the evening.

One night, a boy asked to be excused for a few minutes. Going outside the building, he spied a small animal, in the semi-darkness, and having a mean streak in him, he proceeded to kick it. Unfortunately, as well as unknowingly to the deaf boy, the animal was a skunk and true to its nature it took a defensive step to protect itself by spraying the boy. He spent half the night in an effort to remove the odor.

* * *

This from Shirley Glassman, Philadelphia, Pa.: I am a sign language instructor and in one of my sign language classes, I "signed" the following true story:

My son, a pre-veterinarian medical student, volunteers two days a week as an assistant to a veterinarian whose speciality is in making "house calls" to sick farm animals.

One day, they responded to an emergency call to "help"—a cow that had been in labor for over a day. While assisting in the forced delivery, my son's ring slipped off his finger and got lodged somewhere inside the cow. Further exploratory examination failed to retrieve the ring.

First student replied in signs: "Your son should bill the farmer for his lost ring."

Second student: "From now on, let's be careful when we bite into our meat."

Third student came up with this brilliant response: "Now the cow has an I.U.D.!"

* * *

This is another of my favorite jokes I use for my students in the beginner's class:

Traffic policeman stops a lady who ran a red light with 10 kids in her station wagon. "Don't you know when to stop?" "Oh! they're not all mine," she said.—Shirley Glassman.

* * *

Our newspaper made a "slip" one day when, instead of the words, "Captioned News" for its TV listings, it printed, "Captured News."—Shirley Glassman.

* * *

The Schmidts, Riverside, went out to eat and ordered eight tacos to take out for the kids. When the waitress brought the bag, it felt so light, I looked in and found only one taco and asked the waitress how come. She said, "Oh, I thought you wanted an egg taco."

Imagine a taco with eggs in it.—Ailene Schmidt.

* * *

Dear Dr. Miller:

What are the chances of kittens being born deaf if both parent cats are white?—M.R.

Dear M.R.

If both adult cats are blue-eyed and if they are deaf (most blue-eyed white-coated cats are), a dominant gene will carry this deafness to about 75 per cent of their offspring—Animal World.

* * *

A LETTER FROM SISTER MARY

Dear Mr. Lindholm:

For a number of years I've devoted my professional life to the education of the deaf. I have publicized my belief that deaf people are an important, self-supporting, self-respecting segment of our population and that negative terms should not be applied to the hearing handicapped.

"In "Humor Among the Deaf" (July-August 1974) the term "deaf mute" occurred four times, "deaf and dumb" was used more than 20 times! I have waged a continuous battle to keep the media free of such derogatory and inaccurate terminology. How disappointing to find it featured in the official publication of the National Association of the Deaf!

Sincerely yours,
Sister Mary Delaney, Coordinator
Cooperative Teacher Preparatory Program
Canisius College

Thank you, Sister Mary, for speaking so frankly. You are the only one in 15 years, I think, of this column's existence to raise voice against "derogatory and inaccurate terminology."

We the deaf generally do not condone the practice. The "LPF" (little paper family, deaf school periodicals) years ago waged war against the usage of the expression "deaf and dumb" with good results. To prove this point, let's go to my column.

My chief contributor to this column (Harry Belsky of Jackson Heights, N.Y.) who sends me stories, each with mention of source and date, explores libraries around New York for old issues, and peers through musty, yellow, bound books, and he copies likely stories. I take care of live and more modern anecdotes. Naturally our fields overlap. Still our fields are defined enough and separated enough for the purpose. We find that Harry's material is dated mostly in the 19th and early 20th century. Mine is in the present century.

So Harry brings up interesting anecdotes from sources dating back to the 19th century and early 20th century, and he tells what source (I asked for it) and date. The material passed muster in the old days and the "derogatory and inaccurate terminology" was accepted in the best society of the time. Then came sensitive souls who changed all this, for the better. But the libraries of the time could not change, and finding interesting stories and passing them on in the media called for naming the source and time of publication.

It is doubtful that my column will take us all back to the old "derogatory and inaccurate terminology" days, so Sister Mary need not worry on that score. In fact, we endorse here in her work of suppressing the use of derogatory and inaccurate terminology in modern usage.

* * *

Material to follow in this department is from Belsky's Collection:

A woman went to a concert to hear a performance called Blind Tom "play by ear," says she was swindled and wants the fraud exposed. She says that instead of playing by ear he played with his fingers just like other performers.—Deaf-Mutes Journal (1881)

* * *

If you wish peace at home be blind, deaf and mute—DMJ (1881)

* * *

Dr. Glenn, superintendent of the deaf school, seems to be jack of all trades: teacher, lawyer, dentist, lawyer again then again dentist. He seems to be a little deaf though not dumb, for he says he never heard but one complaint since he has been in the institution.—Evansville, Indiana Tribune 1881)

DON'T SNUB

Don't snub a boy because of physical disability. Milton was blind, and was also deaf. Don't snub a boy because he chooses a humble trade. The author of Pilgrim's Progress was a tinker—DMJ (1896)

* * *

No, Maude, dear, a deaf artist is not necessarily a sign painter.—DMJ (1897)

* * *

IMPEDIMENT IN HIS SPEECH

"You don't know what real torture is, said Jones to Smith.

"What is it then?" asked Smith.

"I suffered it yesterday," answered Jones, "When the barber had my mouth full of lather and I sat there watching the shop boy giving my Panama hat to another customer."—The Laugh Book, Sherwood.

* * *

SILENCE

"I have suffered from speech often but from silence never," wrote a wise man. Jonah is said to have enunciated the same truth from the belly of a whale. This thing would never have happened," he said, "I you had kept you mouth shut."—Schemerhorn's Stories.

* * *

The most thrilling experience of my life and the most exciting moment was the day I was born. Yessir, I was so thrilled and excited, I was speechless for two days.—All Star Jokes (Wheeler)

* * *

E. M.: Did you hear that poor Jones had lost his speech?

Mid: Why how could he, when he's a deaf-mute and talks with his fingers?

That's right, but since playing the last game of ball he isn't able to speak his

name.—All Star Jokes (Wheeler)

* * *

An Irish clergyman, preaching a discourse in behalf of a deaf and dumb asylum, began by gravely remarking, "If all the world were deaf and dumb, what a melancholy life here it would be!"—Journal of Solomon Sidesplitter (1902)

* * *

A WORD FITLY SPOKEN

Dialogue between a very pretty songstress and a famous composer, who has no pretension to pose as a bel esprit:

Tell me, my dear maestro if you had your choice of the two would you prefer—to be blind or deaf."

"Deaf, madam, when I am looking at you and blind when I hear you sing."—Petit Meridiane (1885)

* * *

The two deaf friends stopped for a few minutes conversation. "What did your wife say about your being out so late last night?" asked one of them. "Nothing," "That's strange. What's the reason?" "She's got a sore finger."—Washington Star. (1895)

* * *

"Since silence gives consent," he said. "I kiss you thus. Yum, yum." Afterwards the girl confessed she felt as if struck dumb.—Puck, DMJ (1895)

* * *

She—Mr. D. . . . looks like an athlete.
He—Yes, he is a professor in a deaf-mute asylum.

She—I should think him a great success with the dumb-belles.—DMJ

* * *

There is an old story Israelitis on entering the House of Parliament, and on seeing a member using an ear trumpet, remarked, "Look at the man throwing

away his natural advantage."

* * *

There is an old story Israelitis on deaf clergyman who was very sure of his lipreading prowess, walking down the street on a warm August day he met a parishioner who asked, How is your wife?" "Um, hot, very hot, um, um," said the clergyman.—"Your Deafness Is Not You," Murphy.

* * *

DEAFNESS NOTED AT THE MOVIES

A young woman and her mother were being ushered down the main aisle in a film house recently when the usher paused.

"How far down do you wish to go?" he asked. Oh, way down, please," said the young woman. "My mother can't hear very well."—The Frat (1916)

* * *

SCRAPLET

All deaf people are not painters but they make signs so to speak—New Drummer's Yarns.

* * *

Supervisor McKellips has learned the sign for "bath." But the other Saturday morning he was so busy that he in an absentminded way when calling the boys to get ready for bath made the sign which means "monkey."—The California News (1913)

* * *

One of the reasons why I myself found it tough to be hard of hearing was that it seemed to be that nobody really entirely believed I was. When I was a youngster the family joke was, "Babe, up to her old trick of not answering. Well, that depends on what you're calling her for. If it's for butterscotch ice cream, she doesn't have trouble hearing."—The Jest Book, (M. Lemon)

* * *

If money can talk, it is about time it was saying something. The dollar used to speak quite loud, has now turned out to be a mute.



Susan Davidoff, 1975 Miss Deaf Maryland

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From A Parent's Point Of View

By MARY JANE RHODES

NOTE: This month we have another parent guest columnist. In her letter replying to my request for permission to print her comments in "From a Parent's Point of View," Jackie Mendelsohn explained:

"My new job with the Alaska State Program for the Deaf is very exciting. My main emphasis at this point is with the parents of newly diagnosed deaf children. I have set up weekly educational programs with speakers ranging from our audiologist, to the head of the deaf program, to me as psychologist and the classroom teacher. I also am running a parent 'rap' group, where once a week we get together to talk and share. The education class is connected with the sign class and we've had a good response. Because I'm also involved with testing the children, I feel like I have an excellent overview and personal involvement with the children as a whole."

Readers who wish to contact this month's guest columnist can write to:

Jackie Mendelsohn

Alaska State Program for the Deaf
Anchorage School District
2220 Nichols Street
Anchorage, Alaska 99504

Jackie is a beautiful example of the new generation of parents of deaf children who are helping lift the burden of lack of parent counseling that so many of us suffered through in years past. Thank God for mothers like Jackie.

* * *

DON'T WORRY, HE'LL OUTGROW IT
Jacqueline Z. Mendelsohn

We are the parents of a six-year-old deaf child. We have known of and dealt with his deafness for three years. I would like to talk a little bit of our past experience as parents of an undiagnosed child and a diagnosed child, and our interactions with professionals and with each other.

We felt for a long time that there was something "wrong" with our son, but our defense mechanisms were strong and our pediatrician assured us that Joshua was merely slow and would grow out of his lack of responding, his wild behavior and his lack of speech. Because Barry is in psychiatry and I'm in psychology, we tended to believe there was an emotional reason for our son's behavior, rather than a physical one. As time passed, Joshua indeed became emotionally difficult, and with hindsight, we realize how much of that behavior stemmed from frustration growing out of a lack of communication, of feelings of isolation and anger, of a bright child trapped in his silence.

As Joshua's emotional difficulties grew, so did ours; our communication with each other diminished, our feelings of isolation grew, and our rage with our own and each other's inability to deal with the situation increased and interfered painfully with our ability to deal with the realities of our lives. When Joshua was two, we had an audiologist friend test him. She told us that he could hear. We had doubts about ourselves and our parenting abilities. Our selfworth declined. We could not understand our "bratty" child. Six months later, we took Joshua to a psychiatrist, who diagnosed him as "over anxious reaction of childhood." After my bitterness subsided, I realized that Joshua was not only deaf, but also rather disturbed. The whole family participated in therapy. We, who had been so full of fear, guilt and sadness, unable to turn to each other, began to work together. For nine months we worked hard and many positive changes came about in all our relationships. However, in spite of all the improvements, Joshua was still not responding or talking. A neurologist during this period diagnosed Joshua as aphasic, and our pediatrician continued to tell us that he would outgrow "it." Towards the spring of that year, we had another audiologist test Josh, and he was diagnosed as deaf.

We could, at long last, begin focusing on a concrete handicap. The idea of having a deaf child was difficult to deal with, but in some ways, after the guilt and pain of the unknown, it was a relief to know what we needed to do. The hurt of knowing that Josh would not outgrow this handicap has never totally gone away, and the fact that our son will never hear the music and singing which is such an important part of our lives deeply affected us, but at least we knew what was wrong.

We were very fortunate in living in San Francisco, and immediately became a part of the Mental Health Services for the Deaf. We had a home tutor who poured sign language into Joshua and us. We had readings on deafness supplied to us. We took part in an orientation for parents at the California School for the Deaf. But it was the Mental Health Services which helped us emotionally during this period. We were part of a parent group which shared the emotional aspects of our mutual experiences. The program, headed by Dr. Schlesinger, offered aid, solace and especially a listening ear, which was of vital importance during that very raw period in our lives.

It was not until we arrived in Alaska that we realized how unusual it is to have mental health services, or even mental health awareness, in terms of a physical handicap. Parents of handicapped children have constant input as to how to sign, or how to get better speech, or how to move a child's muscles; but rarely is there an opportunity for output; rarely is a parent allowed to say "I can't cope, I'm in pain; my life is in disarray, and I hate deafness." However, it is true that mental health services do not enter into the programs of most centers for the physically handicapped. I wonder if I would be able to talk with you today without anger or bitterness if we hadn't been helped emotionally.

I have seen many parents who have not resolved many of the problems which arise with a handicapped child respond with aggressiveness, bitterness, overprotectiveness and anger. In Anchorage we had a bitter controversy over signs. The controversy centered on who used which signs correctly. We feared the children would become miserably confused. Some teachers and administrators became very threatened and defensive because of the methods the parents used to be heard. The hardness of arguments hurt everyone. And yet, the children did not seem to be confused by the changing signs. I see the parents as the ones who are confused by their floundering, their fright and their inability to resolve the emotional conflict they have about their handicapped children. This conflict often refocuses on other issues surrounding deafness. I'm not saying that parents being involved in the politics of deafness is unhealthy. We have both been very much into deaf politics in Alaska and our parent group has become strong and brought about many positive changes. But, often, strength can be negative if presented defensively. I feel that the very negative stereotyped image which teachers and administrators and deaf adults have of parents of the deaf comes from the anger and pain that has always been suppressed in dealing with personal matters, and so often pours out through impersonal issues.

Having a deaf child evokes much resentment in parents, particularly in terms of "shoulds" and "oughts." I can send my older hearing child to school for six hours a day and not think too much about what he is doing; yes, I review spelling and multiplication tables, but he is basically out of my life for a period every day. With Joshua, I'm constantly being reminded about how to expand his vocabulary, what words are being worked on, or which teacher is not signing as well as my son. My older son walks to school. Joshua needs special transportation—a deaf

child is a hassle. Even when things go well, there are constant reminders that we must revolve some portion of each day or each week around deafness. Those parents who cannot separate from deafness because of guilt usually resent the obligations more than the parents who have been able to allow deafness to be part of their lives, but not overwhelmed by it. I think the difficult area for parents is to find the middle ground between being taken over by deafness, and totally rejecting it and their child. Counseling and parent groups can help parents talk through the resentment, the guilt, the pain and sadness.

There are several themes that have become apparent in working with families with a deaf child. Parent interaction is often strained to a breaking point because of communication breakdown through stress or guilt, or feelings of helplessness. When a family's existence is taken over by deafness, because deafness is always there, the re-

sults can be disastrous if healthy communication is lost. We have seen three patterns emerging in the parent groups we've been part of and led; mothers who take on the entire responsibility of deafness; fathers who are left out; and siblings who get lost in the domination of deafness.

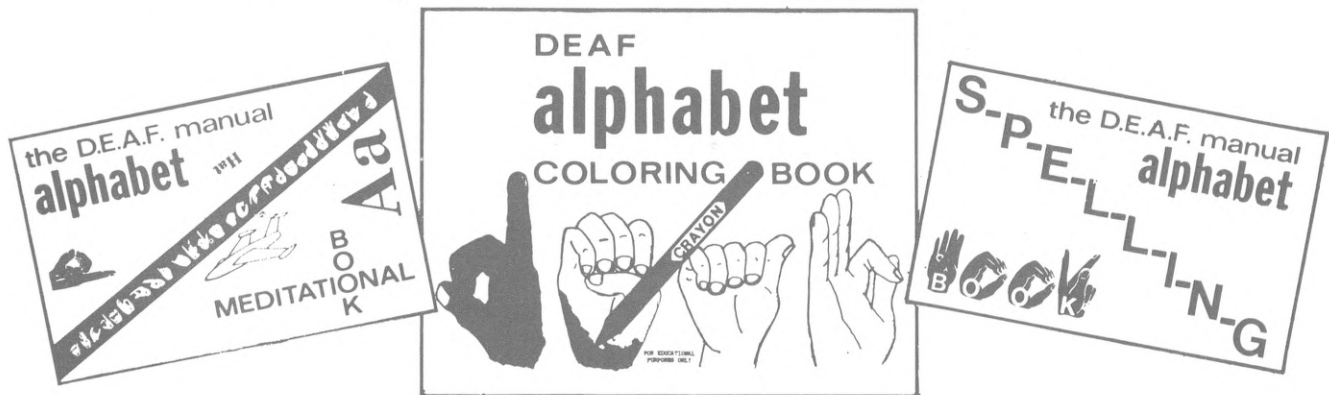
I'd like to talk a little about the defensiveness of mothers, usually in response to many experiences with professionals who have seen us in our state of worry and unease, feeling that something was wrong with our children. I, indeed, became an hysterical mother because of three years of non-information; of feeling pushy and aggressive in my demands for some answers, and terribly, terribly unimportant. But the experience strengthened me in the long run, because toward the end of it, I had outlets where I could explore what I felt, I could test the feelings with professionals who were receptive, and with other parents who experienced the

same things—we couldn't all be wrong!

Siblings of deaf children are a special interest of mine. Many of the parents feel that the siblings have been pushed aside for the issue of deafness, and many questions about the hearing children and their relationship to their deaf siblings have arisen. We began sibling groups in Alaska, and found a good reception, particularly among the older children. Mental Health Services and parent groups are two methods which can aid parents in raising healthy children, whether deaf or hearing, and to allow the parents to become healthy in their own right. Our hope is that, personally and professionally, we can be part of that process.

My child is deaf; I have no plans to pass him off as hearing; I have hopes that he will be a great person some day, as will my hearing child. I want to be part of his world, as I want him to be part of mine, with free, open and full communication.

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SPORTING AROUND

With ART KRUGER
SPORTS EDITOR

1500 NORTH COALTER STREET, B-6, STAUNTON, VIRGINIA 24401

First thing first, please note our new address.

Well, we're now a retiree, having completed 30 years of service at Western Costume Corporation, a movie and TV costuming firm in Hollywood, California. Eva and I decided to live our retiring years among the hills of beautiful Shenandoah Valley.

Staunton, Virginia, is really a beautiful place to live, with a large number of fine deaf individuals in that area. And Virginia's air is clean and crisp, and—even more important—it's a great place to paint.

We had been living in the Los Angeles area for 30 years and had visited several interesting spots all over the Far West including colorful Colorado, but 30 years there was enough for us. For convenience's sake, Staunton is just right for us to settle down. There is a fine school for the deaf that employs several deaf people in this town. We will be traveling a lot. There are several places in the East that we have yet to visit even though we were born and reared in the East.

Naturally we are enjoying our "retirement" in Staunton very much. We are using quotes because there ain't no such thing as retirement where the AAAD, the World Games for the Deaf, the Pan American Games for the Deaf, the WGD Tryouts in 1976 and THE DEAF AMERICAN are concerned.

At this writing, we have \$32,759.81 in the AAAD Pan Am Fund: we are awaiting about \$8,000 more already raised. When we get this amount, we should have about \$40,000 in the Fund, which, we hope, will be sufficient to get 42 athletes and a few coaches and officials to Venezuela.

Due to economic resources, materials and publicity, the Organizing Committee of the first Pan American Games for the Deaf has been forced to transfer the Games from Caracas to Maracaibo, second largest city in Venezuela and about 400 miles west of Caracas. The dates are the same—November 15-22, 1975.

The USA contingent will get together at Miami, Florida, Friday, November 14, before departing for Maracaibo. The Canadian delegation will join the USA group at the same time. Chairman Art Kruger will leave for Maracaibo earlier

to help out the Organizing Committee of the Pan Am Games as it is their first effort at international competition. Many feel that with strong USA participation the Pan Am Games will be assured of success and very good relations established with our neighbors to the south. After the Games the USA contingent will visit Caracas for two days before returning home on Wednesday, November 25.

One of the greatest deaf female swimmers in the world, Jozefa Muszynski (nee Czerwinski), has decided to retire from WGD competition. She has come to realize that the time has come for her to give her full attention to her two children as a good mother should. Her husband, Chester, whom she met in 1965 when she competed for Poland at the World Games for the Deaf in Washington, D.C., is not influencing this decision. But Chester agrees with her that some younger ambitious swimmer should take her place.

Polish born swimmer Jozefa has yet to be beaten in the breaststroke events. She competed for Poland and the United States in these events from 1961 to 1973, so she is retiring UNDEFEATED. In four WGD's, Jozefa has won EIGHT Gold Medals—5 in breaststroke, 1 in butterfly and 2 in 4 x 100 meter medley relay. And she is still holder of World Deaf and American Deaf records in two breaststroke events and with her breaststroke lap Jozefa helped the United



Jozefa Muszynski—is still unbeatable in the breaststroke events but announces her retirement from World Games for the Deaf competition, having competed for Poland in 1961 and 1965 and the United States in 1969 and 1973. She won eight gold medals in those four Games. This Polish-born swimmer lives with her husband, Chester, and two children on Long Island, N.Y.

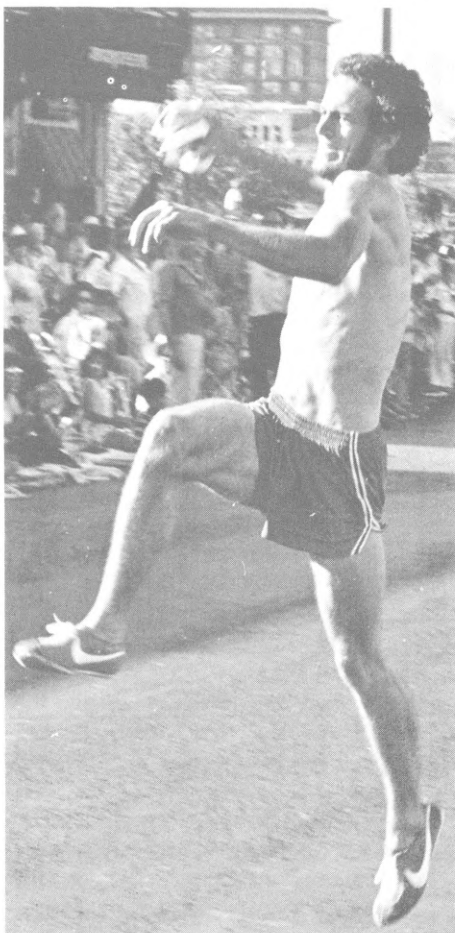
States to shatter the world standard in the 4 x 100 meter medley relay three times. Her global marks are 1:22.7 in the 100-meter breaststroke and 2:56.7 in the 200-meter breaststroke. When she became an American citizen by marrying Chester Muszynski in 1967, Jozefa set FIVE American records—35.6 in the 50-yard breaststroke, 1:14.8 in the 100-yard breaststroke, 2:42.1 in the 200-yard breaststroke, 1:26.6 in the 100-meter breaststroke and 3:06.2 in the 200-meter breaststroke.

In her letter to the United State Committee, WGD, Josefa wrote as follows: **"I want you to know that I am still proud of the day when I swam for AMERICA for the first time. It was good of you to give me that opportunity. I also had a good memory of the second competition I took for AMERICA and it made me HAPPY, too. My friends in the AAAD have been wonderful to us—and we are very grateful for that.**

Naturally the United States will miss Jozefa in 1977 World Games as no one in the world can beat her in the breaststroke. She is 28 years old now and is living with her husband and two children in Long Island, New York, after having resided in New Jersey for several years.

When we were at Lake Placid, New York, for the recent World Winter Games for the Deaf, we had the pleasure of meeting and getting to know Irvin G. Tiahnybik of Chicago, Illinois. He is vice president of American Hearing Impaired Hockey Association, Inc., and has a deaf son, Lex, who competed for the United States in hockey at these Games. He just reported that his AHIHA bought a certificate of deposit specifically earmarked for the 1979 USA Winter Games for the Deaf Hockey Team in the amount of \$10,000 and fully expects to match that amount in 1976 and 1977 which will give us ample funds to send our USA hockey team to Oslo, Norway, in 1979 for the IXth World Winter Games for the Deaf.

Irv sent us an article of his about the Stan Mikita Hockey School for the Hearing Impaired.



Steve McCalley of Twin Falls, Idaho, is one of the nation's top distance runners, both deaf and hearing. On July 24, 1975, Steve participated in the Salt Lake City's Desert News Marathon and completed the 26 miles, 385 yards along the historic pioneer trail from Big Mountain into the Salt Lake Valley. He finished in eighth place out of 236 runners in 2 hours, 45 minutes and 5 seconds, and received a medal. After graduating from the College of Southern Idaho, Steve moved to Los Angeles, where he was born, to live with his brother in Venice. Now he is a member of Santa Monica Track Club, one of the top AAU clubs in the country, and has been running the mile in less than 4 minutes and 20 seconds, and also the six miles in less than 30 minutes. His ambition is to keep on running so as to break the global marks in both 1,500 and 10,000 meters at the 1977 WGD at Bucharest, Rumania. Steve will compete for the United States in three events (800, 1,500 and 5,000 meters) and probably two relays at the 1st Pan Am Games in Maracaiibo, Venezuela this month. This photo shows Steve at the finish of the Marathon in Utah last summer.

Softball Results

Thanks to Herb Schreiber of North Hollywood, California; Walter M. Schulman of New York, N.Y.; Bill Fraser of Denver, Colorado; Allen F. Bubeck, Jr., of Richardson, Texas; and Wayne Mnich of Talladega, Alabama, for results of their respective regional slo-pitch softball tournaments held last summer.

Farwest

Los Angeles 10, San Diego 2
 Baptist 16, Temple 7
 Temple 28, San Diego 2
 Baptist 4, Los Angeles (Championship)
 FAAD All-Stars: Leadingham, Baptist, 1b; D'Onofrio, Los Angeles, 2b;

Ken Murashige, Baptist, 3b; Watson, Baptist, ss; Price, Temple, mf; Crylic, Baptist, 1f; Sandoval, Los Angeles, cf; Pakula, Los Angeles, rf; Duve, Los Angeles, c; Baxter, Temple, p.
 MVP: Bill McCullough, pitcher of Baptist

Eastern

Westchester 17, Garden State 0
 Pelicans 14, Bridgeport 3
 Rochester 13, Brooklyn 11 (9th in.)
 Baltimore SOC 11, Hartford 4
 Hudson County 11, NSC 1
 Trenton 8, Revere 4
 Worcester 7, Delaware Valley 1
 Staten Island 16, Holyoke 1
 Westchester 6, Pelicans 3
 Baltimore 11, Rochester 7
 Hudson County 20, Trenton 2
 Staten Island 7, Worcester 6
 Westchester 15, Baltimore 1
 Hudson County 6, Staten Island 1
 Staten Island 7, Baltimore 6 (10th in.)
 Worcester 10, Hudson County 1 (Championship)
 EAAD All-Stars: Scott Sigoda, Westchester, 1b; Paul Kaessler, Westchester, 2b; Philip Scherzinger, Westchester, 3b; Joe Leccesse, Westchester, ss; Eric Cooper (he's playing coach), Westchester, sfc; John Muzynski, Hudson County, rf; Ira Gerlis, Staten Island, 1f; Carl Scarna, Staten Island, cf; Larry Gulino, Hudson County, c, and Stewart Gerlis, Westchester, p.
 MVP: Stewart Gerlis, of Westchester.

Southeast

Carolinas 9, Metro Wash. "B" 5
 Mobile 13, Roanoke 12
 Capitol City won by forfeit over Baltimore Silent Social Club
 Tampa 7, Hyattsville 0
 Carolinas 9, Richmond 5
 Miami 20, Capitol City 5
 Metro Wash. "A" 21, Tampa 1
 Carolinas 23, Mobile 13
 Metro Wash. "A" 10, Miami 5
 Hyattsville 8, Metro Wash "B" 2
 Roanoke 8, Baltimore 6
 Hyattsville 6, Capitol City 1
 Richmond 14, Roanoke 12
 Hyattsville 23, Mobile 5
 Richmond 6, Tampa 5
 Miami 7, Richmond 6
 Hyattsville 7, Miami 4
 Metro Wash. "A" 11, Carolinas 2
 Carolinas 16, Hyattsville 15
 Metro Wash. "A" 14, Carolinas 13 (Championship)

SEAAD All-Stars: Mark Law, Hyattsville, 1b; Andy Dubon, MWAD, 2b; Ron Merritt, Carolinas, 3b; Bruce Williams, Miami, ss; Roger Moss, Carolinas, rf; John Muszynski, MWAD, cf, Gordon Bergan, MWAD, 1f, Richard Dooley, Richmond, scf; Donnie Stewart, Carolinas, c, and Jim Macfadden, MWAD, p.
 MVP: Bruce Williams of Miami.

Southwest

Houston 30, Baton Rouge "B" 3
 New Orleans 22, Jackson 13
 Southern 13, Baytown 9
 San Antonio 7, Memphis 0

Dallas "A" 24, Medger Evers (Miss.) 5
 Little Rock 12, Shreveport 4
 Baton Rouge "A" 42, Lafayette 0
 Austin 15, Dallas "B" 0
 Houston 23, New Orleans 8
 San Antonio 25, Southern 8
 Dallas "A" 9, Little Rock 6
 Austin 10, Baton Rouge "A" 3
 Jackson 23, Baton Rouge "B" 12
 Baytown 20, Memphis 6
 Shreveport 11, Medger Evers 8
 Dallas "B" 36, Lafayette 6
 Houston 11, San Antonio 10
 Dallas "A" 7, Austin 6
 Baton Rouge "A" 14, Jackson 12
 Little Rock 10, Baytown 5
 Southern 9, Shreveport 8
 New Orleans 16, Dallas "B" 10
 Little Rock 3, Baton Rouge "A" 1
 Southern 12, New Orleans 8
 Houston 13, Dallas "A" 8
 San Antonio 10, Little Rock 7
 Southern 19, Austin 10
 San Antonio 19, Southern 6
 Dallas "A" 8, San Antonio 2
 Dallas "A" 19, Houston 4
 Houston 25, Dallas "A" 4 (Championship)
 SWAAD All-Stars: Wayne Carter, Houston, 1b; Gene Carr, Dallas "A", 2b; Kent Renau, Dallas "A", ss; Henry Howard, Houston, 3b; Luis Salgado, San Antonio, 1f; Ronnie Ketchum, Little Rock, cf; Frank Contersos, Dallas "A", rf; Luthern Green, Baton Rouge "A", scf; David Armstrong, Houston, c, and Bobby Stevens, Houston, p.
 MVP: David Armstrong of Houston

Midwest

Minnepaul 8, Des Moines 0
 Sioux Falls 8, Wichita 7
 Denver 14, Omaha 13
 St. Louis 15, Sioux City 1
 Des Moines 9, Wichita 8
 MinnePaul 13, Sioux Falls 3
 Omaha 10, Sioux City 6
 St. Louis 24, Denver 5
 Sioux Falls 7, Omaha 2
 Denver 10, Des Moines 9
 Sioux Falls 8, Denver 5
 Minnepaul 4, St. Louis 0
 Sioux Falls 9, St. Louis 6
 Minnepaul 29, Sioux Falls 2 (Championship)
 MAAD All-Stars: Benny Soukup, Sioux Falls, 1b; Doug Leonard, Minnepaul, 2b; Ron Johnson, Minnepaul, 3b; Doug Schnoor, Minnepaul, ss; Willard Schumack, Sioux Falls, 1f; Ron Sipek, Minnepaul, cf; Larry Laurent, St. Louis, rf; Ken Whitlow, St. Louis, scf; Billy Christiansen, Sioux Falls, c, and Steve Buchholz, Minnepaul, p.

MVP: Dick Chadwick, left field of Minnepaul.

Barry Strassler — Softball Changes

The deaf slo-pitch softball competition will be elevated into official recognition when the long awaited AAAD national tournament comes into reality at Detroit in September 1976. The sole stumbling block to this dream has been overcome when the MAAD region, the last bastion of fast pitch, reluctantly converted to slo-pitch.

Proponents of slo-pitch boost this version of softball as desirable to the fast pitch brand. Slo-pitch is much easier to hit, giving defense a lot of work in chasing the balls and encouraging wholesome participation from able bodied males, which is not true of fast pitch, these same proponents rationalize.

This reasoning merits validity. Yet the extinction of fast pitch softball is lamentable. Its passing joins single wing football, standard shift automobile, street car trolley and chugging steam locomotives as relics of bygone America.

Baseball, a dying sport in the schools for the deaf, thrived years ago. The baseball players, upon graduation, carried over their demanding skills to equally demanding fast pitch competition. Deaf clubs such as Pelicans, Golden Tornadoes, Long Island and Hartford conducted a spirited rivalry in EAAD softball tournaments of the late forties, through the fifties and the early sixties.

This sport became doomed, suddenly, when in 1963, a disgruntled Hartford delegate, furious at the defection of his star pitcher to the rival Bridgeport

club, lobbied and won votes at the EAAD meeting to change the format to slo-pitch. The vote was close and disputed, yet carried.

That mandate put out of business the eminent pitchers who gave this sport the stature never to be duplicated again. Pitchers Paul Kaessler, Hugo Guidi, Steve Miller, Fred Carter, Ed Matthews, John Woods, Wally Beaty and Barry Frederick, some cut down in their prime, were all forced to retire or to seek glory in hearing leagues. One of the factors for the disbanding of the legendary Golden Tornadoes team was that their players lacked interest in slo-pitch and dropped out of this sport.

Admittedly one of the reasons for the changeover to slo-pitch was the scarcity of top flight pitchers as the better New York teams had a lock on their services. Teams without skilled pitchers had no hopes of advancing far in the EAAD play. As an example, Waterbury was perennially loaded with talented Gallaudet players, home for the summer. Because they had no pitching, they were usually eliminated early in the EAAD rounds. Come the slo-pitch, this same frustrated crew became the first EAAD slo-pitch champs in 1964.

The fast pitch competition, even with its bunt and steal features (prohibited in slo-pitch) had its drawbacks. Strikeouts were too frequent, and balls often didn't go out of the infield; outfielders were often bored and inactive. Hits

were few and scores were low.

Even at that, the batters found it a challenge to hit the 90-mph pitches, and each clean hit was a well-earned thrill. It was not a sport for the weak-spirited athletes; it being a survival of the fittest for the top notch players. There was none of the marathon home run hitting exhibitions among top slo-pitch teams which sometimes created a travesty out of this sport.

The 1963 GTAC-Pelicans EAAD finale closed out the fast pitch era. GTAC was heavily favored; they placed in the first division of one of the tougher New York leagues, and breezed through the earlier round tournament games with runaway scores. The Pelicans, on the other hand, had team morale problems; sported a dismal record in the same league that GTAC reigned, and barely eked out opening round victories. On paper, it was no contest, but on the diamond, it was different. GTAC's Paul Kaessler, looking ahead to his pitching assignment against the King and His Court troupe a few days later, became a bit careless in the first inning. He gave up three straight singles which brought the Pelicans the only run of the game. John Woods, Pelicans pitcher, made the score stand up for the entire game, surviving an aborted GTAC last inning rally en route to a memorable 1-0 upset.

This stunner climaxed the fast pitch era, befitting the Pelicans' last hurrah!

Gallaudet's Soccer Team Ends Season With Best Record Ever

Gallaudet's soccer team concluded its season with the best record, 5-7-1 since soccer was organized at Gallaudet in 1958. Gallaudet participated in a soccer tournament at St. Mary's and placed third out of four teams. Gallaudet received a trophy for finishing third and three players from Gallaudet, Pat Smith, Jeff Bartholomew, and Ward Pettis, were each awarded a plaque as "All Tournament Player."

Gallaudet lost six of its games this year by only one or two goals. Next year should produce another fine team since only three players from this years team will be lost via graduation. But those three, Bernard Barfi, Ron Hail, and goalie Jeff Bartholomew, were valuable assets to the team. However, the three leading scorers, Idris Dodo, Aristotle Ogoke and Allen Talbert, are all eligible to play next year. If they return, along with the others who are eligible, Gallaudet's soccer team should amend some of its narrow defeats and probably improve over this year's record.

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732-0120 Voice or TTY

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Luther Mann, Th. D., Pastor
(303) 232-9575
4310 Iris Street
Wheat Ridge, Colo. 80033

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Pastor: James L. Parker, B. S., M. Div., Th. M.
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Christian Literature for the Deaf
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